



The 13th
Far Eastern English Language
Teachers' Association

Language Studies
& Language
Teaching: Dreams,
hopes, aspiration,
achievement



13TH



**INTERNATIONAL
CONFERENCE**

May 27–29, 2021



**ДАЛЬНЕВОСТОЧНАЯ
АССОЦИАЦИЯ
ПРЕПОДАВАТЕЛЕЙ
АНГЛИЙСКОГО ЯЗЫКА**



**Амурский
Государственный
Университет**

PROCEEDINGS

**of the 13th Far Eastern English Language Teachers' Association International
Conference**

***“Language Studies and Language Teaching:
Dreams, hopes, aspiration, achievement”***

May 27–29, 2021

Blagoveshchensk, Amur State University Press, 2021

ББК 81'00

УДК 81'24

Proceedings of the 13th Far Eastern English Language Teachers' Association International Conference "Language studies and language teaching: Dreams, hopes, aspiration, achievement" / S. V. Androsova (Ed.). – Blagoveshchensk : Amur State University Press, 2021. – 117 p.

The Introduction presents a brief summary of the 13th FEELTA International Conference that was held on May 27–29, 2021 in Blagoveshchensk at the Amur State University and was organized by the Departments of Foreign Languages and International Relations of AmSU. The conference aimed to discuss fundamental issues of the English language studies and linguistics in general, intercultural communication and the role of English in it, the interaction of traditional and innovative methods and techniques of L2 learning and teaching, deeper understanding of a language through studying and teaching essential cult literary works as well as other fields issues. The conference focused upon the new opportunities that help make breakthroughs in linguistics, information technology and other fields to meet the growing needs of learners and teachers for real language use across the world. A wide variety of professional and pedagogical issues were addressed.

Editor

Svetlana Androsova

doi: 10.22250/LsLt.2021

ISBN 978-5-93493-378-5

© Amur State University, 2021

© Authors, 2021

Tatiana V. Anikhovskaya
Blagoveshchensk State Pedagogical University
Blagoveshchensk, Russian Federation

taniho@inbox.ru

Project work on war memorials for intermediate and upper-intermediate EFL students: Linguistic and educational aspects

Abstract

The article describes the project carried out by 26 3rd–5th-year students of English Department of Blagoveshchensk State Pedagogical University devoted to the 76th anniversary of the Victory in the Great Patriotic War. The project involved studying the history of 22 local war memorials and compiling a tourist information brochure in English for those interested in this aspect of Russian history and culture. The article considers all stages of the project and highlights linguistic and educational potential of such activities. As a result, 5 stages were described: lead-in, project discussion, working on the project, presenting the project, and reflecting on the project. The vocabulary was classified into 10 subject groups. Based on this work, individual information sheets for the brochure were designed. At the last stage, feedback from the participants was obtained.

Keywords: practice-oriented project, emotionally coloured adjectives, adjectives in the superlative degree, intensifying words, military terms and cliches, passive voice, complex and compound sentences

© Anikhovskaya T. V. 2021

For citation: Anikhovskaya, T. V. (2021). Project work on war memorials for intermediate and upper-intermediate EFL students: Linguistic and educational aspects. In S. V. Androsova (Ed.), *Proceedings of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement"* (pp. 3–8). Blagoveshchensk: Amur State University Press. https://doi.org/10.22250/LsLt.2021.3_8

Аниховская Татьяна Владимировна
Благовещенский государственный педагогический университет
г. Благовещенск, Российская Федерация
taniho@inbox.ru

Проектная деятельность по теме «Военные памятники» для студентов языкового факультета университета: лингвистический и воспитательный аспекты

Аннотация

В статье описан проект, выполненный 26 студентами 3–5 курсов факультета иностранных языков БГПУ, посвященный 76-й годовщине победы в Великой Отечественной войне. Проект предполагал изучение истории 22 военных памятников Благовещенска и Амурской области и составление информационной брошюры на английском языке для туристов и всех интересующихся данной темой. В статье рассматриваются все стадии работы над проектом, а также акцентируется внимание на особенностях отбора языкового материала и на воспитательном потенциале подобного вида заданий. В результате исследования описано пять стадий проекта: вводная, обсуждение проекта, работа над проектом, презентация проекта, рефлексия. Активные лексические единицы были распределены по 10 тематическим группам. На основе

проделанной работы были составлены индивидуальные информационные листы для брошюры. На последней стадии проекта была получена обратная связь о роли проекта для студентов-участников.

Ключевые слова: практико-ориентированный проект, эмоционально окрашенные прилагательные, прилагательные в превосходной степени, слова-интенсификаторы, военные термины и клише, пассивный залог, сложные и осложнённые предложения

© Аниховская Т. В. 2021

Для цитирования: Anikhovskaya T. V. Project work on war memorials for intermediate and upper-intermediate EFL students: Linguistic and educational aspects // Proc. of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement" / S. V. Androsova (Ed.). Blagoveshchensk: Amur State University Press, 2021. P. 3–8. https://doi.org/10.22250/LsLt.2021.3_8

1. Introduction

Project work is a popular and effective activity for intermediate and advanced students of English, allowing to emphasize their creativity and independence. One of the basic requirements for any project is relevance and social importance of its theme [Polat et al., 2005]. In this respect, the topic of the Great Patriotic war is difficult to overestimate. With so many recent attempts in mass media to diminish the role of the Soviet Union in the victory over fascism, it's time to remind the younger generation about heroism of the defenders of the country and the high price they paid for our peaceful future.

The project "A Carnation in Commemoration" is a part of a course-book "My city: Project work for intermediate and upper-intermediate EFL students" currently underway at the Department of Foreign Languages in Blagoveshchensk State Pedagogical University (BSPU) [Anikhovskaya, & Kapranova, 2021]. It is focused on the regional component in teaching English, and all activities involve studying and presenting different aspects of local history and culture of Blagoveshchensk and the Amur Region.

The aim of the project "A Carnation in Commemoration", devoted to local war memorials is twofold. The first one is educational as it is meant to raise students' awareness about local monuments, to remind them of the importance of commemorating the war heroes. The second is language-oriented for it enables students to speak about history- and culture-related issues. It is designed as an informational practice-oriented project, aimed at collecting information about the monuments, and presenting it to the audience in a processed form. The final product is a tourist brochure consisting of separate information sheets and a presentation about war memorials of Blagoveshchensk and the Amur region. It is meant to be organized as a coordinated short-term group project with clear-cut individual tasks and functions for each participant. The chief information sources for the project are local mass media and tourist sites.

Linguistic basis for the project has been built up as a result of a previous linguostylistic analysis of war memorials descriptions in English travel guides, travel blogs and tourist reviews, carried out by one of the students of our department [Anikhovskaya, & Ogarkova, 2021]. It has been found that on the lexical level, such descriptions contain a lot of emotionally coloured adjectives (*moving, significant, impressive, ambitious, breathtaking, majestic, must-see, state-of-art, poignant, beautiful, great, huge, impressive, interesting, sober/sobering, stunning, amazing, awesome, extraordinary, incredible, etc*), adjectives in the superlative degree (*one of the most moving, one of the most poignant, the heaviest, the largest, the most famous, the most striking, the most visited, the tallest*), intensifying words (*very, absolutely, super, definitely, eminently, quite*), cliches connected with military sphere or monument description (*the fallen heroes, in tribute to, to shed blood, to make the ultimate*

sacrifice, to commemorate the battle, to perish in the war, eternal flame, to commemorate the battle, to take its toll), basic military terms (*anti-aircraft gun, machine gun, counter-attack, artillery, division, trench, battlefield*). It was also found that, syntax of war memorial descriptions depended on the style. In more formal travel guides, it was characterised by a considerable number of lengthy complex and compound sentences as well as passive voice structures: *Each brick is engraved with a veteran's name, rank, branch and dates of service, and placed around the Soldiers & Sailors Monument in the heart of Indianapolis, ensuring that our heroes will not be forgotten by future generations*. In more expressive travel blogs and tourist reviews, short simple sentences, exclamations and imperatives predominate were found: *The WWI Museum is extraordinary. It delves into the causes of the war. The architecture alone is amazing* [Anikhovskaya, & Ogarkova, 2021]. This study enlarges the previously obtained results.

2. This study: structure and linguistic patterns

2.1. Material and methods

26 3rd–5th-year students of BSPU participated in the project. During the project, they covered 22 war memorials not only in Blagoveshchensk but also in such towns and settlements in the Amur region as Zeya, Belogorsk, Tambovka, Poyarkovo, Arkhara, Raichikhinsk, Svobodny and even the neighbouring Chinese city Heihe with its Monument to the Heroes of the Soviet Army. The work on the project involved the following stages: lead-in (introducing the topic and the vocabulary), project discussion, working on the project, presenting the project, and reflecting on the project. During each stage, the data were collected from each participant and processed further.

2.2. Результаты исследования [Research results]

In the *Lead-in* part, introducing the topic, students are asked what world-famous war memorials they know and are offered to look at the pictures and say, where the war memorials depicted in them are located, who they commemorate and what feelings these memorials evoke in them. Then students read the descriptions of 8 world-famous memorials (Alyosha Monument in Bulgara, Hiroshima Peace Memorial in Japan, The Monument to the Women of World War II in Great Britain, World War II Valor in the Pacific Monument in the USA, The Motherland Calls in Russia, war memorial “Brest Hero Fortress” in Belarus, Iron shoes on the banks of the Danube River in Hungary and The Soviet Warrior Monument in Germany) and match them with the pictures. The choice of the monuments for this task is supposed to reflect the idea that the Second World War took its toll on all countries and all over the world people pay tribute to their heroes. After reading and matching the students fill the table summarizing the facts they learned. The table design is given below.

Name of the memorial	Location	Author/ architect/designer	Size	Opening date

A. Words referring to the type of monument: *memorial, monument, obelisk, sculpture, statue;*

B. Collocations referring to monument opening:

to dedicate a monument/memorial/obelisk/statue/sculpture

to built a monument/memorial/obelisk/statue/sculpture

to construct a monument/memorial/obelisk/statue/sculpture

to open a monument/memorial/obelisk/statue/sculpture

to complete a monument/memorial/obelisk/statue/sculpture

to erect a monument/memorial/obelisk/statue/sculpture

to establish a monument/memorial/obelisk/statue/sculpture

to unveil a monument/memorial/obelisk/statue/sculpture

C. Adjectives referring to the monument size: *colossal, enormous, fundamental, giant, huge, imposing, large, massive;*

D. Monument description, elements of the monument: *eternal flame, to decorate with, to engrave a name, to inscribe the names, to list the names;*

E. Dedication: *in honor of, in memory of, in tribute to, memorial to the fallen heroes/soldiers, a symbol of honor/respect/strength/determination, to commemorate casualties/military personnel / the battle / the soldiers, the history of valour / sacrifice / the service, to dedicate to veterans/ victory, to pay homage to, to pay respects to, to honor citizens / defense/devotion / the memory / sailors / soldiers / veterans / the courage, to pay tribute to;*

F. Functions of the monument: *to chronicle the war; to connect the past and the present, to contribute to, to depict (scenes from the war, the horrors of war), to educate sb about, to inspire patriotism, to portray (history), to preserve history / sites and artifacts / the legacy, to reflect the heroism of people / the unity, to reinforce the importance, to remind of (the battle), to serve as the final resting place/inspiration, to show respects to, to symbolize the effort / the values of honor / the war / the warriors;*

G. Adjectives referring to the impressions produced by the moment: *amazing, astounding, attractive, awe-inspiring, awesome, beautiful, charming, extraordinary, gorgeous, impactful, impressive, incredible, majestic, memorable, mesmerizing, moving, peaceful, significant, striking, stunning, unforgettable, wonderful;*

H. Feelings evoked by the monument: *to be awed, to be grateful for, to be moved, to be struck by, to be worth a visit, to hold a special place in one's heart;*

I. Military terms used in the descriptions of war memorials: *ammunition, anti-aircraft gun, armored vehicle, army, artillery, attack, battle against sb, battlefield, battleship, cavalry, civilian personnel, combatant, counter-attack, crewmen, defeat, defense, division, encampment, flagpole, general, gun carriage, home front, infantry, invader (german / fascist), invasion, machine gun, march, marine, military personnel, naval forces, offensive, officer, private soldier, retreat, rifle, shield, siege, tank, to be armed with, trench, troops, warrior, weapon;*

J. Referring to the soldiers and their heroic actions: *to be missing in action, to die for, to fall for the motherland, to fight valiantly / for the country, to fulfill the mission, to give one's life in defense of / in the service of country, to lay down life for freedom, to lose one's life, to make (the ultimate) sacrifice, to perish in the fight / serving for our country, to remain missing, to shed blood, to withstand the fight.*

In the project discussion part students concentrate on their native place, naming local war memorials, trying to locate the less known ones shown by the teacher and discussing their history. Finally, they are offered to choose one war memorial in their city / town / village they like, bring a carnation flower to it, take a photo of the monument, find out and write down the following information about it: location, author / architect / designer, opening date, the way it looks, brief history of the memorial and their feelings about the place. Students are recommended to use active vocabulary they discussed before and present their story as an information sheet with photos.

Working on a project involves visiting a monument site, taking photos, carrying out individual research and preparing an information sheet. Project coordinator collects all photos and information sheets from the participants and compiles a tourist brochure "War memorials of Blagoveshchensk / Amur Region" and makes a presentation, containing only photos and brief facts about the monument.

Presenting the project, students rely on their information sheets and comment on the slide with ‘their’ monument’ in the collective presentation. Below is an example of an individual information sheet by 4th year student A. Gavrilenko):

Monument to Home Front Workers

The Monument to Home Front Workers is located in Victory Square in the city of Blagoveshchensk. This majestic sculpture was designed by renowned Soviet and Russian sculptor Alexander Burganov. On May 8, 2015, the monument was solemnly unveiled by the Governor of the Amur Region.

The monument is a continuation of the existing stele on the square dedicated to the soldiers of the Great Patriotic War. This large monument, made of stone and granite, depicts the bas-reliefs of the faces of a woman, an elderly man and a teenager, symbolizing the joint efforts of the inhabitants of the country aimed at bringing the end of the war closer. Moreover, on the surface of the monument there are two memorial plates with the inscriptions: *“United by a single will, men and women, children and old people performed a feat in the rear, equal to which history did not know”* and *“Glory to the workers of the rear, who by their heroic labor brought the Day of the Great Victory closer!”*.

This monument was erected in memory of people of all ages who worked in factories and collective farms, and made a significant contribution to the victory of our country in the Great Patriotic War. As for me, this sculpture evokes in me a deep sense of respect and patriotism, as my distant relatives also worked in the collective farm for the glory of the country. Moreover, the touching inscriptions on the memorial plaques allowed me to feel how brave and dedicated the Russian people are!

Finally, reflecting on the project and assessing their participation in it, the students are asked whether they find the project relevant, interesting and worth the time spent, they also point out the difficulties they had while doing it and what they gained as a result.

It was really pleasant to learn that most participants expressed their gratitude for the project and its idea, stressing that it gave them the opportunity to discover new places, to learn something new about their hometown, to honor the memory of the heroes, to be creative, and to share their discoveries with others.

3. Conclusion

This study aimed at describing the project carried out by 26 3rd–5th-year students of Blagoveshchensk State Pedagogical University. The project covered 22 war memorials not only in Blagoveshchensk, but also in such towns and settlements in the Amur region as Zeya, Belogorsk, Tambovka, Poyarkovo, Arkhara, Raichikhinsk, Svobodny and even the neighbouring Chinese city Heihe with its Monument to the Heroes of the Soviet Army. The data from 5 stages was collected. 10 vocabulary groups, including collocations, were introduced during the lead-in stage. At the last stage, the positive feedback was collected from the participants who indicated the importance of the project and expressed their gratitude for the opportunity to keep connected to the heroic past of their predecessors.

The interdisciplinary approach of projects based on the local material enables students to learn more about the place they live in, its history and culture and at the same time to present the landmarks of their native place in English in a proficient way, promoting the city’s/ town’s positive image and making it attractive for foreign visitors. The project “A Carnation in Commemoration” fulfills both of these goals and, apart from it, has a huge educational potential in forming active citizenship position by encouraging students to pay tribute to the local war heroes.

References

- Anikhovskaya, T. V., & Kapranova, M. V. (2021). Organizatsiya proektnoy deyatelnosti po teme «moy gorod» na urokakh angliyskogo yazyka v starshikh klassakh [Organizing project activity on the topic “My city” at English classes for high school pupils]. *Materialy 70-y itogovoy nauchno-prakticheskoy konferentsii prepodavateley i studentov* [Proc. of the 70th Final Scientific and Practical Conference of teachers and students]. Blagoveshchensk State University. (In Russ.).
- Anikhovskaya, T. V., & Ogarkova, M. V. (2021). Lingvostilisticheskie osobennosti raznykh zhanrov turisticheskogo diskursa (na primere opisaniya voennykh pamyatnikov v onlayn-putevoditelyakh, blogakh i otzyvakh puteshestvennikov) [Linguistic features of tourist discourse genres]. *Materialy 70-y itogovoy nauchno-prakticheskoy konferentsii prepodavateley i studentov* [Proc. of the 70th Final Scientific and Practical Conference of teachers and students]. Blagoveshchensk State University. (In Russ.).
- Polat, E. S., Bukharkina, M. Yu., Moiseev, M. V., Petrova, A. E. (2005). *Novye pedagogicheskie i informatsionnye tekhnologii v sisteme obrazovaniya* [New pedagogical and information technologies in the education system]. Moscow : Akademiya Press. (In Russ.).

Anastasia V. Arkharova
Blagoveshchensk State Pedagogical University
Blagoveshchensk, Russian Federation
anastasia-c@yandex.ru

English in the linguistic landscape of the Russian-Chinese cross-border agglomeration

Abstract

The present paper examines the role of English in shaping the linguistic landscape of the Russian-Chinese cross-border agglomeration. 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 see 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. This 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. As a result, 7 groups of onyms were identified, all of them being highly exposed to tourists.

Keywords: agglomeration, culture, international tourism, language, linguistic landscape, multilingualism

© Arkharova A. V. 2021

For citation: Arkharova, A. V. (2021). English in the linguistic landscape of the Russian-Chinese cross-border agglomeration. In S. V. Androsova (Ed.), *Proceedings of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement"* (pp. 9–12). Blagoveshchensk: Amur State University Press. https://doi.org/10.22250/LsLt.2021.9_12

Архарова Анастасия Викторовна
Благовещенский государственный педагогический университет
г. Благовещенск, Российская Федерация
anastasia-c@yandex.ru

Английский язык в лингвистическом ландшафте российско-китайской трансграничной агломерации

Аннотация

Данная статья посвящена изучению роли английского языка в формировании лингвистического ландшафта российско-китайской трансграничной агломерации. На российско-китайской границе планируется создание крупнейшего транспортного, логистического и экономического центра. Благовещенск и Хэйхэ – города, которые станут центрами будущей агломерации и привлекут иностранных туристов. Предполагается, что увеличение туристического потока повысит роль английского языка на данных территориях. В данном исследовании предпринимается попытка проанализировать использование английского языка в названиях различных общественных мест обоих городов. В ходе исследования предлагаются объяснения выбора тех или иных номинаций, а также перспективы использования английского языка в агломерации. В результате исследования выявлено 7 групп ориентированных на привлечение внимания туристов номинаций.

Ключевые слова: агломерация, культура, лингвистический ландшафт международный туризм, язык, мультилингвизм

Для цитирования: Arkharova A. V. English in the linguistic landscape of the Russian-Chinese cross-border agglomeration // Proc. of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement" / S. V. Androsova (Ed.). Blagoveshchensk: Amur State University Press, 2021. P. 9–12. https://doi.org/10.22250/LsLt.2021.9_12

1. Introduction

Russian and Chinese 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 trans-border agglomeration.

An agglomeration is defined as a global communications center generating finance resources in a number of economic spheres and service branches, creating events for a world community through the cooperation of citizens, authorities and different communities [Arkharova, & Mezhakova, 2021]. So, Blagoveshchensk-Heihe agglomeration is supposed to be an integral system with specific features and functions, a territory with economically and socially-knitted systems implying construction of a rationally organized trans-border transportation system, development of different economic branches on the basis of close cooperation and collaboration, increase of the mutual touristic attractiveness, the raise of the incoming tourist flow [Arkharova, & Mezhakova, 2021].

Blagoveshchensk-Heihe agglomeration is an example of coexistence of three very different cultures and consequently of three languages: Russian, Chinese and English. The problem is that not many Russians as well as Chinese can speak languages of their counterparts. Taking into consideration an increasing incoming tourist flow, it is supposed that English can serve as a tool for better access to the world tourism and international understanding and it can help meet new challenges of the agglomeration [Arkharova, & Mezhakova, 2021] (see also [Takhtarova et al., 2015] on the role of English in Paris, Berlin and Kazan).

English is an international language and a neutral code of interaction. In the times of widening international and cross-border contacts within the agglomeration, it allows communication across linguistic and cultural borders. We can trace English everywhere: going through the customs, going shopping, arriving at the airport etc. Nowadays, the linguistic landscape of both cities is mostly formed by English. It has become the language of advertising billboards, place names, shop signs and street names.

According to the definition given by Landry and Bourhis, linguistic landscape is seen as the language of public road signs, advertising billboards, street names, place names, commercial shop signs and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration [Landry, & Bourhis, 1997]. Linguistic landscape is the "visibility and salience of languages on public and commercial signs in a given territory or region" [Landry, & Bourhis, 1997]. Linguistic landscape has been described as being "somewhere at the junction of sociolinguistics, sociology, social psychology, geography, and media studies" [Landry, & Bourhis, 1997]. It is applied in sociolinguistics as scholars investigate the ways languages are visually used in multilingual societies.

The concept of the linguistic landscape includes all linguistic objects that characterize public environments, including but not limited to warning signs, instructions, public road signs, advertising billboards and posters, street names, graffiti, and notices on government and nongovernment buildings [Landry, & Bourhis, 1997]. There is no doubt that the linguistic landscape is a significant domain to examine cultural, sociopolitical, and economic changes that occur in a speech community [Alomoush, 2018]. The languages used in public signs

indicate what languages are locally relevant, or give evidence of what languages are becoming locally relevant [Kasanga, 2012].

Heihe and Blagoveshchensk are unique cities with strategic geographical locations. The study attempts to investigate the linguistic landscape of Heihe and Blagoveshchensk. The English language influence on Chinese cities linguistic landscape has become remarkable, heralding the era of English in the Chinese language and culture and is widely discussed by linguists. With China's integration into the global economy, bilingual and multilingual signs are becoming more and more common and can be seen in many Chinese cities [Guo, & Li, 2017]. Heihe is not an exception. As a Russian citizen and Blagoveshchensk resident, I observe the same trend in Russia and, particularly, in my home city of Blagoveshchensk. According to David Crystal, English is popular and attractive because it symbolizes wealth and prestige [Crystal, 2003]. The hypothesis of this paper (based on literature analysis and my personal experience) is that in both cities, in the places highly exposed to tourists, English names are used as an attracting technique to indicate prestige, high status, commercial success and excellence. To prove the hypothesis, a study of onyms in Heihe and Blagoveshchensk was carried out.

2. Experiment

2.1. Material and methods

In the course of study, different signs, billboards, street and place names in Blagoveshchensk and Heihe were selected using continuous sampling method. The photos of different public signs were taken by the author of this research in Blagoveshchensk and in Heihe. Among 200 collected onyms, about 100 (45 in Heihe and 50 in Blagoveshchensk) names were identified as English or containing English words. The collected data were further processed using classification method and pragmatic analysis.

2.2. Results and discussion

The obtained results show that although a significant number of signs in the city are monolingual and use Chinese, there is a considerable amount of English-Chinese bilingual signs as well as English monolingual signs. The identified onyms were classified into 7 groups: shop names, bank names, company names, hotel names, bars and restaurant names, street names and advertising billboards.

English is becoming the language of choice for shop owners as it can make the shop look trendy and leave customers with the impressions of internationalism and globalism [Guo, & Li, 2017]. In Heihe, such shop signs as *Fair Whale*, *Oppo*, *Golden Sun*, *Ariose*, *Lina Cosmetics*, *Cosmo Lady*, *Street Cowboy* etc. use English as it helps establish a good image. Below, examples of commercial signs from other groups that also use English are provided:

- bank names: *China Mobile*, *Postal Savings Bank of China*, *Heihe Rural Commercial Bank*, *Bank of China*, *China Construction Bank*;

- company names: *Heihe Huibang Economic and Trade Co.,Ltd.*, *Heihe Xinlong Economy And Trade Co., Ltd.*, *Heihe Xinxiang Jewelry Trading Co., Ltd.*, *Heihe Hexing Agricultural Products Acquisition Co., Ltd.*, *Heihe Tongshun Telecommunication Equipment Co., Ltd.*;

- hotels: *Huayuan Business Hotel*, *Hanting Hotel*, *Heihe International Hotel*, *Home Inn Selected*, *Hawaii International Business Hotel*, *European Style Holiday Hotel*;

- bars and restaurants names: *Heihe International Western Restaurant*, *Club Bar*, *Heihe Restaurant Food Department*, *Jiahe Fast Food*, *Snack Xiaohe*, *Small Profits Restaurant*;

- advertising billboards and street names: *Wenhua Street*, *Central Street*, *Longke Street*, *Xinhua Street*, *Hailan street*.

The data analysis demonstrates that in Heihe, English monolingual signs are becoming more and more widely spread. Nowadays in China, English has become a symbol of social prestige and status, and the guarantee of commercial success and excellence. Accordingly, English constitutes an essential component of the linguistic landscape of the city.

As for Blagoveschensk linguistic landscape, there are also a lot of signs in English as it plays the dominant role and is employed in shop signs, place and street names: *Lenina Street, Frunze Str., Zeiskaya Str., Hawaii, Barber Shop, Daddy's Pub, Jigger Pony, Harat's Irish Pub, Royal, Womens' boutique, Fresh Market, Family, Bestseller, Hawaii, Asia Hotel, Home Sweet home* etc. More and more companies opt for English in their names and logos to attract customers and to enter the global competition: *SmartDom, Blagway, Asia Trade, ALG Soft, Color, GTD, QuestQuest* etc.

3. Conclusion

The study showed that the agglomeration development leads to more frequent use of English as its mediatory role can't be underestimated. In the era of globalization, commitment to the native language and culture can hardly compete with the necessity to enter the world of international communication and, thus, the need to maintain a productive dialogue with the help of the global language. The use of English in advertising, trade, business and everyday life in the Russian-Chinese agglomeration is unavoidable. Incoming tourist flow encourages the use of English as a universal communication tool. It was proven by a considerable number of onyms containing English of being totally English and by a variety of spheres they were found in.

The number of English signs and place names on both bordering territories appears to show a growing tendency to meet the demand of local residents and visitors. The outlook for further study might include changes in number of such onyms and in their structure concerning bilingual vs monolingual and the spheres of usage during a longer time period.

References

- Arkharova, A., & Mezhakova, E. (2021). Local context-based EIL teaching. In A. V. Arkharova (Ed.), *Proc. Rossiya i Kitay: istoriya i perspektivy sotrudnichestva: materialy XI mezhdunarodnoy nauchno-prakticheskoy konferentsii* [Russia and China: History and perspectives of cooperation] (pp. 7–11). Blagoveschensk : Blagoveschensk State Pedagogical University Press.
- Alomoush, O. I. (2018). English in the linguistic landscape of a northern Jordanian city. *English Today* (pp. 1–7). Cambridge University Press. <https://doi.org/doi:10.1017/S0266078418000391>.
- Crystal, D. (2003). *English as a global language*. Cambridge University Press.
- Guo, G., & Li, B., (2017). Linguistic landscape of China: A case study of the language use of shop signs in Wuhan. *Studies in literature and language*, 15 (1), 1–9. <https://doi.org/10.3968/9816>
- Floralde, R., & Nino Valdez, P. (2017). Linguistic Landscapes as Resources in ELT: The case of a rural community in the Philippines. *The Journal of Asia TEFL*, 14 (4), 793–801. <http://dx.doi.org/10.18823/asiatefl.2017.14.4.15.793>
- Kasanga, L. (2012). Mapping the linguistic landscape of a commercial neighborhood in Central Phom Penh. *Journal of Multilingual and Multicultural Development*, 33 (6), 553–567. <https://doi.org/10.1080/01434632.2012.683529>
- Landry, R., & Bourhis, R. Y. (1997). Linguistic landscape and ethnolinguistic vitality: An empirical study. *Journal of Language and Social Psychology*, 16 (1), 23–49. <https://doi.org/10.1177/0261927X970161002>
- Takhtarova, S., Kalgina, E., & Yarullina, F. (2015). The role of English in shaping the linguistic landscape of Paris, Berlin and Kazan. *Procedia – Social and Behavioral Sciences*, 199, 453–458. <https://doi.org/10.1016/j.sbspro.2015.07.531>

Баженова Екатерина Юрьевна
Амурский государственный университет
г. Благовещенск, Российская Федерация
bazhenova@list.ru

Формирование образа женщины-политика в СМИ США

Аннотация

В настоящей статье представлен анализ формирования образа женщины-политика на материале статей, опубликованных в ведущих СМИ США за период 2011–2021 гг. В процессе изучения публикаций о женщинах-политиках были выявлены такие компоненты образа как сила, прагматичность, успешность, компетентность, популярность, а также характеристики, связанные с внешностью. В ходе проведенного исследования было выявлено, что образ женщины-политика наделяется в американских СМИ силой, агрессивностью и воинственностью, что традиционно ассоциируется с мужским поведением и свидетельствует о тенденции к маскулинизации данного образа. Актуализация образа происходит посредством глаголов, существительных, прилагательных и других частей речи соответствующей семантики. В целом, формируемый СМИ образ современной американской женщины-политика отражает стереотипное представление американского общества о лидере, а также соответствует изменяющимся требованиям общества к политическому деятелю.

Ключевые слова: образ, медийный образ, медиадискурс, национальное сознание, стереотип

© Баженова Е. Ю. 2021

Для цитирования: Баженова Е. Ю. Формирование образа женщины-политика в СМИ США // Proc. of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement" / S. V. Androsova (Ed.). Blagoveshchensk: Amur State University Press, 2021. P. 13–18. https://doi.org/10.22250/LsLt.2021.13_18

Ekaterina Yu. Bazhenova
Amur State University
Blagoveshchensk, Russian Federation
bazhenova@list.ru

Building the image of a female politician in the US Mass Media

Abstract

The article analyzes the female politician image formed in the leading US mass media published in the period of 2011–2021. As a results, a number of image components were identified including strength, prudence, success, competence, popularity as well as characteristics related to appearance. The analysis shows that a female politician's image is credited with power, aggressiveness and warlike character, which is traditionally associated with a male image and thus indicates the tendency of masculinization of the image. The image is manifested by verbs, nouns, adjectives and other parts of speech with the corresponding semantics. In general, the mass media image of a modern American female politician reflects leadership stereotypes existing in the American society and also meets changing public's demand on a political figure.

Keywords: image, media image, mass-media discourse, national consciousness, stereotype

© Bazhenova E. Yu. 2021

For citation: Bazhenova E. Yu. (2021). Formirovanie obraza zhenshchiny-politika v SMI SShA [Building the image of a female politician in the US Mass Media]. In S. V. Androsova (Ed.), *Proceedings of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement"* (pp. 13–18). Blagoveshchensk: Amur State University Press. https://doi.org/10.22250/LsLt.2021.13_18

1. Введение [Introduction]

Сфера политики неразрывно связана с созданием образов, которые складываются в средствах массовой информации, опосредующих коммуникацию между политиками и их избирателями. Воспринимая какого-либо политика, мы располагаем образом, формируемым и распространяемым посредством СМИ.

Поток информации, идущей по каналам разнообразных СМИ огромен, он постоянно обновляется и становится основным источником сведений о жизни общества. Живой, непосредственный наглядно-чувственный опыт в структуре познания всё чаще уступает место опосредованному, когда информация о социально значимых событиях, личностях проходит фильтр СМИ. Таким образом формируется новая реальность, с разной степенью достоверности отражающая действительный мир и неизбежно преломляющая его через призму убеждений и целей авторов медиа-сообщений.

Способность средств массовой информации эффективно транслировать идеологию особенно активно используется для представления информации о политической жизни общества. Данный факт необходимо учитывать, в частности, при проведении исследования языкового образа политического деятеля. В СМИ реализуются «устойчивые, регулярно воспроизводимые смыслы» [Вагенляйтнер, Никитина, 2014, с. 68], которые отражают конвенциональные характеристики политика, сложившиеся в данной политической культуре. Их наличие сигнализирует потребителям массовой информации об успешности политического деятеля, а отсутствие – о его несостоятельности.

Национальные СМИ аккумулируют представления общества о типичном политическом деятеле, в определённой мере задавая канон, относительно которого формируются образы участников политической жизни. При этом следует подчеркнуть, что образы, которые складываются в дискурсе СМИ, содержат оценку, включают в себя специально отобранные признаки и не всегда идентичны реальному политическому персонажу. Такие образы целесообразно определять как медийные. Под медийными образами понимаются структуры знания, в основе которых лежит наглядно-чувственный опыт репортера / непосредственного свидетеля событий и содержащие в себе оценки, сложившиеся в результате целенаправленной интерпретации этих событий средствами массовой информации [Баженова, Залесова, 2021, с. 78].

По мнению Т. Г. Добросклонской, в основе любого образа, реализующегося в медиадискурсе, лежат документальные факты. Это связано с самой сутью СМИ, которая состоит в распространении информации на массовую аудиторию. При этом одновременно с информированием происходят манипуляции общественным сознанием: при обработке подаваемого материала имеет место целенаправленный отбор фактов, редактирование, а часто и деформация материала; информация специально структурируется, адаптируется в зависимости от мировоззренческих и идеологических позиций издания [Добросклонская, 2005, с. 231 ; Пешехонова, 2021].

Образ женщины-политика состоит из различных характеристик, включающих в себя особенности внешности, ее персональные и профессиональные качества [Пешехонова, 2021, с. 328]. Такие характеристики должны рассматриваться как основные, типичные и потому отражающие ожидания общества. Их «положительная» реализация

позволяет делать вывод об успешности женщины-политика. При этом, очевидно, исследование образа женщины-политика на примере конкретных персоналий позволит выявить те признаки, которые не будут универсальными, типичными для всех, что должно найти своё отражение в структуре исследуемого образа.

2. Эксперимент [Experiment]

2.1. Материал и методика исследования [Material and methods]

Материалом для исследования послужили публикации за 2011–2021 гг. о Хиллари Клинтон (22 статьи), Никки Хейли (20 статей) и Камале Харрис (19 статей) в ведущих изданиях США, таких как *Forbes*, *The New York Times*, *Time*, *Washington Post*. Общее количество публикаций составило 61 статья.

Методом сплошной выборки были отобраны 223 языковые единицы, участвовавшие в актуализации образа женщины-политика. С помощью метода тематической классификации эти единицы были отнесены к нескольким общим характеристикам. Характеристики, нашедшие свою реализацию в текстах о каждой из данных политиков, были интерпретированы как основные и обязательные компоненты образа женщины-политика. Они ассоциируются в американском национальном сознании с успешным и эффективным политическим деятелем. Характеристики, выявленные не у всех политиков, рассматривались как дополнительные компоненты образа. Они не универсальны, однако достаточно частотны, поэтому не могут игнорироваться и являются существенными для полного описания образа женщины-политика. Структурирование образа было выполнено на основе полевого принципа, при котором в ядерной части располагаются основные (универсальные) характеристики, а в периферийной – дополнительные, типичные для каждого отдельного политика.

2.2. Результаты исследования [Research results]

2.2.1. Ядро образа [The image nucleus]

Исследование и анализ публикаций в СМИ США позволяют говорить о том, что ядро образа американской женщины-политика составляют такие характеристики как «сильная», «прагматичная», «успешная», «компетентная», «популярная».

Характеристика «сильная» установлена на основе таких языковых единиц как *she has been a source of strength for many women leaders, a symbol of strength for women, she confronts the confines*. Данная характеристика также реализуется посредством языковых единиц, актуализирующих такие значения как 'спокойная', 'способная держать удар': *weathered the scrutiny, broke barriers, measured, calm, received a bump, has many stones being thrown at her*, а также 'жесткая', 'непреклонная', 'резкая': *began pressuring, has taken a hard line, gutsy, edgy*.

Характеристика «сильная» ядра образа женщины-политика также реализуется в значительном количестве примеров, в которых политическая борьба метафорически сравнивается с военными действиями: политиков называют защитницами (*defender*), воинами (*a partisan warrior, a fearless fighter*), военачальниками во главе военной кампании (*she was military Hillary campaigning with former generals*), которые защищаются (*defended herself*), атакуют (*went on the offensive, successfully attacked*), ведут войну и получают ранения (*cited the battle scars of waging the fight for healthcare reform*). Выбор данной лексики для создания образа политика оправдан общим представлением о политике как о сфере борьбы, однако следует отметить, что её употребление для описания женщины-политика способствует маскулинизации описываемого образа, так как военная деятельность традиционно считается прерогативой мужчин.

Ядерная характеристика образа «прагматичная» предполагает, что женщина-политик умеет достигать своей цели, прилагая для этого все возможные усилия. Настойчивость, точный расчёт, умение подстраиваться под изменяющиеся обстоятельства важны для успешной женщины в политике: *persistent, intent on manipulating, a dealmaking pragmatist, her flexibility, her malleability, that flexibility could be an asset*. В примере *performed a dizzying pirouette* способность Х. Клинтон подстроиться под изменяющиеся настроения общества метафорически сравнивается с пируетом.

Дружелюбность является одной из составляющих характеристики «прагматичная», поскольку, наряду с жёсткостью и настойчивостью, улыбка, мягкий голос, положительный посыл являются эффективными приёмами убеждения: *can lean adversary with a smile on her face, she struck as wanting to be all things to all people, a very conversational and familiar tone in the way she speaks, efforts to flatter and befriend Medvedev*.

Одной из характеристик образа женщины-политика, реализовавшейся при описании Х. Клинтон, Н. Хейли и К. Харрис, является успешность: *had success, has navigated the political shoals of the administration better, navigated the choppy waters of the Trump administration better than anyone*. Данная характеристика вербализуется посредством языковых единиц, указывающих на высокую работоспособность, эффективность и умение выполнить поставленные задачи: *is hard at work, she has worked hard, is doing a great job, a versatile politician, she has been so effective, she was very effective, a hard-driving and determined leader who found ways to be effective*.

Компетентность как ядерная характеристика исследуемого образа реализуется посредством языковых единиц, актуализирующих значение 'умная', 'много знающая', 'квалифицированная', 'готовая учиться': *competent, not a stupid woman, smart enough, the most qualified person for the job, she obviously has learned a lot*. Данное качество связывается в публикациях с успешностью указанных политических деятелей.

Компонент ядерной части образа «популярная» реализуется посредством языковых единиц, значение которых указывает на известность, узнаваемость, так называемую «медийность» женщин-политиков. Они часто появляются на экранах телевизоров, в публикациях в СМИ, социальных сетях и в какой-то мере являются «звёздами экрана»: *already a political celebrity, a political star, she touched off a heated debate on social media*.

Описывая выступление Х. Клинтон перед избирателями, автор публикации в журнале Time говорит о том, что аудитории важнее увидеть данного политика, сфотографироваться с ней, чем услышать её обращение: *As she waves to a crowd of 500, barely anyone is facing her. Instead, most of them have their backs turned as they attempt to take a selfie with the Democratic presidential candidate*.

2.2.2. Периферия образа [The image periphery]

Перейдём к периферии описываемого образа, в котором расположены не универсальные, а дополнительные характеристики, типичные для отдельных политических деятелей. Образ Х. Клинтон – это образ взвешенного, последовательного, уверенного в себе политика (*calm and confident, what's missing <...> is the panic*). Отличительной составляющей данного образа в СМИ США является информация о внешности, причём она часто подвергается критике. В более ранних публикациях часто упоминаются неудачные причёски Хиллари Клинтон (*she kept her natural-brown hair off her face with a headband. This sparked an avalanche of criticism; she has to get up earlier to have her hair done*), а также любовь к брючным костюмам (*Clinton's pantsuits became her trademark look*). Любое отступление от классического гардероба становится объектом критики, например случай, когда политик надела кожаный пиджак, стал поводом для сарказма (*made a bold fashion statement recently when she traded in her signature pantsuit for*

a leather jacket; Clinton told the world she was back in action while wearing a leather jacket; looking extra ready to lead the rebellion). Современные публикации о Х. Клинтон содержат меньше упоминаний об одежде или причёске политика, которая, очевидно, сделала выводы и привела свой внешний вид в соответствие с ожиданиями общества, что нашло положительную оценку в СМИ (*her abilities and aspirations have (mostly) eclipsed her clothing choices*).

Образ К. Харрис также формируется с помощью сведений о её внешнем виде. Все из перечисленных изданий положительно оценивают демократичность одежды, выбираемой этим политиком (*tends to break free of the traditional strictures on female candidates*). В частности, многие издания цитируют слоган «Laced up and Ready to Win», который отсылает к известной слабости данного политика – кедам. При этом *laced up* в переносном значении можно понимать как 'собранная', 'сосредоточенная', что укладывается в формируемый собирательный образ американской женщины-политика.

При описании образа К. Харрис также следует упомянуть мульти-этнические корни данной женщины-политика, часто упоминаемые в СМИ США: *a Black woman of Indian descent, an all American woman*. Успешная политическая карьера К. Харрис представляется в американских СМИ как достижение, ранее не возможное для темнокожих женщин: *an example of Black female excellence, one of the even smaller number of people of color at the top of the administration, the first Black woman nominated to this office*.

Медийный образ Н. Хейли, также происходящей из смешанной семьи, включает сведения о её мульти-этничности и мульти-культурности: *Sikh-born converted Christian, first Indian-American woman to be elected governor*. Подчёркнутое внимание современных СМИ США к цвету кожи политиков соответствует общей тенденции к установлению расового равноправия в американском обществе, получившей приоритетную значимость в последние годы.

Ещё одна периферийная характеристика образа женщины-политика, реализовавшаяся в сообщениях о К. Харрис и Н. Хейли – «молодая», причём молодость политика может оцениваться как положительно (*a young girl, a rising star*), так и отрицательно, т. к. обуславливает неопытность (*new to Washington, little foreign policy experience*). Однако в целом молодость политического деятеля, которая ассоциируется с активностью, инициативностью, готовностью к переменам, положительно оценивается в публикациях СМИ.

Распределение характеристик образа женщины-политика, выявленных на материале СМИ США, свидетельствует о том, что в ядре данного образа расположены сведения о положительно оцениваемых чертах характера, то есть о персональных качествах, которые необходимы успешному политическому деятелю, в то время как в периферийной части образа располагаются сведения о внешности политического деятеля. Это позволяет говорить о том, что приоритетом при формировании образа женщины-политика являются все же личностные качества, а внешность важна, но вторична.

3. Заключение [Conclusion]

Подводя итог, следует отметить, что на основе информации и оценок, передаваемых в СМИ, в американском массовом сознании формируется образ женщины-политика. Он состоит из основных и дополнительных характеристик, которые отражают конвенциональные представления американцев о женщине, занимающейся политикой. Современные американские СМИ формируют образ сильной, прагматичной, успешной, компетентной и популярной женщины-политика, которая готова вступать в борьбу, отстаивать свою точку зрения и интересы страны, не смотря на трудности. Её внешность, возраст, происхождение являются дополнительными характеристиками, однако должны рассматриваться как важный аспект формирования образа.

Наличие указанных характеристик получает в СМИ положительную оценку, которая транслируется на потребителей массовой информации, тем самым формируя общественное представление о том, какой должна быть женщина в политике США.

Медийный образ не статичен и может подвергаться изменениям или дополнениям в зависимости от условий текущей политической жизни и общественного запроса. Так, исследование материала показывает, что мульти-этнические корни и молодость являются положительно оцениваемыми качествами, которые характерны для женщин-политиков нового поколения – Н. Хейли и в особенности К. Харрис.

Библиографический список

- Вагенляйтнер, Никитина, 2014 – Вагенляйтнер Н. В., Никитина Л. Б. Языковой образ политика по данным российских печатных СМИ начала XXI в. Омск : Изд-во ОмГПУ, 2014. 160 с.
- Баженова, Залесова, 2021 – Баженова Е. Ю., Залесова Н. М. О содержании понятий «образ» и «медийный образ» // Казанская наука. 2021. № 2. С. 76–78.
- Добросклонская, 2005 – Добросклонская Т. Г. Вопросы изучения медиатекстов (опыт исследования современной английской медиаречи). М. : Едиториал УРСС, 2005. 288 с.
- Пешехонова, 2021 – Пешехонова Е. С. Оценка внешности как инструмент создания образа политика-женщины в современной американской прессе // Преподаватель XXI век. 2021. № 1. Ч. 2. С. 326–333.

References

- Vagenlyaytner, N. V. Nikitina, L. B. (2014). *Yazykovoy obraz politika po dannym rossiyskikh pechatnykh SMI nachala XXI v.* [Verbal image of a politician according to Russian printed media of the beginning of the XXI century]. Omsk. (In Russ.).
- Bazhenova, E. Y. Zalesova, N. M. (2021). O soderzhanii ponyatyi «obraz» i «mediyniy obraz» [To the content of the concepts «image» and «media image»]. *Kazanskaya nauka* [Kazan Science], 2. 76–78. (In Russ.).
- Dobrosklonskaya, T. G. (2005). *Voprosy izucheniya mediatekstov (opyt issledovaniya sovremennoy angliyskoy mediarechy)* [Issues of media texts study (modern media research)]. Moscow. (In Russ.).
- Peshekhonova, E. S. (2021). Otsenka vneshnosti kak instrument sozdaniya obraza politika-zhenschiny v sovremennoy amerikanskoj presse [Appearance assessment as a tool for creating a certain image of a female politician in modern American press]. *Prepodavatel XXI vek* [Prepodavatel XXI vek. Russian Journal of Education], 1 (2), 326–333. (In Russ.).

Svetlana V. Basanskaya
Secondary School № 1
Svobodnyy, Russian Federation
svet83@inbox.ru

Promoting learner autonomy of secondary school students in EFL teaching

Abstract

The current paper aims to analyze 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 made on the students' practice, independence, responsibility and cooperation. EFL students are provided with freedom to choose tasks, their difficulty level and methods to perform them. Thorough consideration of the key ideas of autonomous learning enables to lay 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. The paper offers methods and techniques for enhancing student's independent learning. It is proven that autonomous learning technology is an effective way of resolving the contradictions of the traditional educational process in the changing world.

Keywords: autonomous learning, learning strategy, learning method, motivation, assessment

© Basanskaya S. V. 2021

For citation: Basanskaya S. V. (2021). Promoting learner autonomy of secondary school students in EFL teaching. In S. V. Androsova (Ed.), *Proceedings of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement"* (pp. 19–22). Blagoveshchensk: Amur State University Press. https://doi.org/10.22250/LsLt.2021.19_22

Басанская Светлана Викторовна
МОАУ СОШ № 1
г. Свободный, Российская Федерация
svet83@inbox.ru

Развитие автономности обучаемого в преподавании иностранного языка в средней школе

Аннотация

В статье ставится цель проанализировать концепцию автономного обучения, стратегии и методы развития личности обучаемого в процессе преподавания английского языка. Автономность обучаемого рассматривается как способность осуществлять управление собственным обучением и производить самооценивание в ходе образовательного процесса. При этом в центре внимания находятся независимость, ответственность и сотрудничество, реализуемые в ходе практических занятий. Обучаемым предоставляется свобода выбора заданий, уровня сложности и метода выполнения. Изучение ключевых идей автономного обучения позволяет выработать его основополагающие принципы, на которые следует опираться в процессе преподавания и обучения. В статье анализируется опыт применения концепции автономного обучения в средней школе на аудиторных и дополнительных занятиях, предлагаются методы и техники для повышения автономности обучения. Опыт внедрения концепции автономного обучения доказывает её эффективность для преодоления противоречий традиционного процесса образования в изменившихся условиях.

Ключевые слова: автономное обучение, стратегия обучения, метод обучения, мотивация, оценивание

© Басанская С. В. 2021

Для цитирования: Basanskaya S. V. (2021). Promoting learner autonomy of secondary school students in EFL teaching // Proc. of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement" / S. V. Androsova (Ed.). Blagoveshchensk: Amur State University Press, 2021. P. 19–22. https://doi.org/10.22250/LsLt.2021.19_22

1. Introduction

Learner autonomy has been a major area of interest in foreign language (FL) teaching for some 30 years after being first introduced in 1979 [Paudel, 2019]. Much has been written about what learner autonomy is, the rationale for promoting it, and its implications for teaching and learning. Although there has been substantial theoretical discussion of learner autonomy in the field of FL learning, and even though this has generated some broadly accepted understandings of this concept, practical areas still remain largely unstudied: What learner autonomy means to teachers? What real classroom practices are? [Rahman, 2017 ; Paudel, 2019]. Generally, autonomous learning is defined as an approach to learning which implies that learners hold the power or right to regulate and control their own learning activities. Learners are in charge of their own learning process; they consciously reflect on the study process and make decisions.

Nowadays we can hear a lot about the importance of subjectivity of students, the term closely related to the autonomous learning. This is also due to the fact that students nowadays must be cultivated into lifelong learners to adjust themselves to the times of knowledge explosion.

Distance education and blended learning being highly popular nowadays also add importance to the promotion of learning autonomy and development of self-access ability. This is a method of learning in which students use books, videos, etc. to study on their own.

Scholars state that motivation is believed to be one of the determining factors in promoting learner autonomy. There are many ways to motivate students to be autonomous learner, and these include providing various activities and choices, keeping vocabulary book on vocabulary acquisition, using the logbook, motivational posters, giving alternative tasks.

Motivation increase can be promoted by tasks in which students need to make independent decisions, e.g. project work, learning by problem solving. I am deeply convinced that motivation goes hand in hand with learner's understanding of their learning goals. Students must be actively involved in setting goals that correlate with both proficiency levels and interest. The goals should be clearly defined with a good design plan and structured activities. Teacher should help students answer the questions "Why do I need it? How can I use those acquired skills and knowledge in my life?" before learning activities. For instance, we need to make up a check list for my coming birthday party and that is why we'll do some activities and learn some vocabulary and so on.

Emotional intelligence is another primary component from which motivation arises. People with high level of emotional intelligence have an ability to motivate themselves. They are motivated by things beyond external rewards like school grades or recognition. Instead, they have a passion to improve and achieve goals, take initiative, are ready to act on opportunities and optimism.

2. Autonomous learning strategies and activities

2.1. Strategies

One way to apply the autonomous learning is by knowing the students' preferred learning style. Regarding English language, it is common to use The Oxford's Strategy Inventory of Language Learning or SILL to define learning styles of a student.

An individual's learning style preference influences the type of learning strategies that he/she employs in acquiring a language as well as the choice of authentic material and its amount [Rahman, 2017]. Learning strategies are the thoughts and actions we engage in, consciously or not, to learn new information. The goal of teaching learning strategies is to help students consciously control how they learn so that they can be efficient, motivated, and independent language learners.

It is rather important to discuss learning strategies with students and demonstrate them different approaches to learning vocabulary or doing some tasks. Lots of modern textbooks contain information that can be helpful in this regard. Before doing the task, students should be able to explain to themselves which skills and knowledge they need to perform a particular task and what steps should be taken to perform the task with good result and without being exhausted. In the classroom, I use a worksheet to provide students with some ideas on how to learn vocabulary more effectively. Students experiment and evaluate and then decide which strategies to adopt or reject.

2.2. Activities

Autonomy takes place both inside and outside the classroom. Different tools and activities can be applied to teach students to regulate and control their own learning activities. Some of my students use the English learning diary. It's a rather good way to control the frequency of practicing English during holidays or between classes. Asking learners to keep diaries to reflect on the way they learn best and teaching them how to use such tools as dictionaries encourage autonomy.

WebQuest activities can ensure motivation and autonomy while learning English. It gives the possibility to implement a pedagogy based on problem solving and critical thinking and more self-paced autonomous learning that is learner-controlled rather than teacher-controlled. Moreover, WebQuests cater to different student learning style needs and are appropriate for collaborative learning.

Today, each secondary school student is in charge of an individual project carried out during the school year. To make the work on projects more self-regulated, I made the students' project guide that proved rather helpful. It makes easier for them to understand the process of planning, setting goals and deciding on the end product.

Project-based activities not only address different learning strategies of different learning styles, but also assume that students can demonstrate their knowledge in many creative ways.

For primary school students I designed a universal portfolio that can be used with different coursebooks. The language portfolio is a working method for the foreign language classroom that serves as a "self-portrait" for the learner. Furthermore, it directs a language learner on his/her way to learn and master a foreign language. It also might be the key to the problem of creating, fostering, and maintaining language learner motivation.

As far as reading outside the classroom compensates the limits of classroom time, students are encouraged to become autonomous and self-regulated readers. To understand the reading process, assist learners to be aware of their ability to learn independently and help them become better readers, a reading diary can be used. It provides autonomous learning conditions that enable students to read books extensively by choosing books, monitoring, and reflecting on the books read. Teachers can monitor students through performed tasks.

The benefits of self-regulated reading can be applied to watching films, serials or cartoons. My pre-intermediate and intermediate students are encouraged to watch cartoon series "Over the garden wall" and perform a number of tasks. Films can be a rich resource for language learning, offering opportunities for extensive and intensive listening, pronunciation work, grammatical and lexical development and critical reflection. However, teachers' role is still significant since the students needed guidance to determine which videos they need to watch, especially in relation to

the language functions or grammatical points. If students are given guidance on how to use film more effectively, it is hoped they would eventually begin to do so independently.

Another way of getting the learners actively involved in their own learning while at the same time using the target language is to let them produce their own materials to be used by themselves and their peers in the lessons. Examples are word cards with words necessary to learn, board games, small books to be used as extra readers by peers.

2.3. Self-assessment

In recent decades much attention is paid to self-assessment (see e.g. [Vágnerová, 2007]) because it emphasizes the independence and autonomy of the learner. In modern language education, self-assessment becomes necessary for language learners who should learn to monitor and assess their learning and progress and whether they have reached their goals. This can be achieved with the help of self-assessment techniques, such as diaries and checklists.

There are many techniques and activities that can be used to engage students in assessing their own language skills. Teachers could use one or more techniques at the same time depending on the purpose that they want to achieve. Using self-assessment techniques and activities, teachers should be aware that students may not be comfortable with that. Students might need first some training on carrying out self-assessment. Teachers should be always there for students, modeling, guiding and providing feedback on their performance.

3. Conclusion

This paper aimed to consider autonomous learning concept and share the experience of its implementing in the classroom and for extracurricular activities. It was shown that techniques and tools like logbook, learner diary, reader diary, WebQuest, project and portfolio etc., together with interesting materials like books and cartoons, enable to boost students motivation due to emotional intelligence increase. On the teachers part, worksheets and guidebooks turned out very helpful to enhance autonomy.

Autonomous learning provides many benefits to the students that include self-directed learning, improvement of self-confidence, development of self-assessment skills, a stress-free class, friendly relationship between the teacher and students, deep understanding and learning English for the sake of learning, not just for getting grades, developing interest in English and an enhanced desire to continue language learning. These are valuable things for the students because they help develop more responsible learners. To achieve the goal of fostering autonomy, teachers need to examine critically all classroom practices from the perspective of independent learning and help create the conditions for the development of greater learner autonomy in and outside the class.

References

- Paudel, J. (2019). Learner Autonomy Practices in English Language Teaching in EFL Context. *Journal of NELTA Gandaki*, 1, 53–61. Retrieved from <<https://www.nepjol.info/index.php/jong/article/view/24460>>.
- Vágnerová, R. (2007). *Techniques of Pupils' Self-assessment in ELT* [Thesis]. Univerzita Pardubice. Retrieved from <<https://core.ac.uk/download/pdf/14728708.pdf>>.
- Rahman, Abd. (2017). Building Autonomous Learners in English as a Foreign Language (EFL) Classroom. *Proc. of the International Conference on Education in Muslim Society (ICEMS 2017)* (Vol. 115, pp. 231–234). Atlantis Press, 2018. <https://doi.org/10.2991/icems-17.2018.44>

УДК 81'34

doi: 10.22250/LsLt.2021.23_31

Деркач Светлана Викторовна ✉
Амурский государственный университет
г. Благовещенск, Российская Федерация
svetich_d2000@mail.ru

Маюк Елена Александровна
Языковая школа «Лексикон»
г. Благовещенск, Российская Федерация

Интенсивность и форманты канадских гласных на участках темы и ремы (на материале речи политика)

Аннотация

Целью данного исследования было рассмотрение динамических и формантных характеристик канадских гласных на материале устной подготовленной речи политика высшего эшелона власти. В ходе акустического анализа в программе Praat были сделаны замеры средней интенсивности и значений формант (F1 и F2) для шести фонологически долгих и кратких монофтонгов /i, ɪ, u, ʊ, æ, ε/, реализованных на участках ремы (информативно нагруженных) и темы (малоинформативных). Полученные результаты демонстрируют тенденцию увеличения интенсивности и большей полноты реализации качества гласных на реме по сравнению с темой. Хотя отмеченное увеличение интенсивности не является статистически значимым, оба параметра действуют в одном направлении для обеспечения более эффективного воздействия на реципиента.

Ключевые слова: гласные, интенсивность, форманты F1 и F2, тема, рема

© Деркач С. В., Маюк Е. А. 2021

Для цитирования: Деркач С. В., Маюк Е. А. Интенсивность и форманты канадских гласных на участках темы и ремы (на материале речи политика) // Proc. of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement" / S. V. Androsova (Ed.). Blagoveshchensk: Amur State University Press, 2021. P. 23–31. https://doi.org/10.22250/LsLt.2021.23_31

Svetlana V. Derkach ✉
Amur State University
Blagoveshchensk, Russian Federation
svetich_d2000@mail.ru

Elena A. Mayuk
Language school "Lexicon"
Blagoveshchensk, Russian Federation

Canadian vowels intensity and formants on the Theme and Rheme (Based on speeches of a politician)

Abstract

The current paper aims to investigate dynamic patterns and formants of Canadian vowels in oral prepared speech of a politician who is a top government authority. During an acoustic study, the measurements of intensity, F1 and F2 were made using Praat for 6 phonologically long and short vowel monophthongs /i, ɪ, u, ʊ, æ, ε/ on the

Theme (less informative) and Rheme (more informative). The obtained results show the tendency of intensity increase and better quality performance of vowels located on the Rheme compared to those located on the Theme. Though intensity increase was not statistically significant, both parameters show the tendency of working in the same direction to provide larger impact on the recipient.

Keywords: vowels, intensity, F1 and F2, Theme, Rheme

© Derkach S. V., Mayuk E. A. 2021

For citation: Derkach, S. V., Mayuk, E. A. (2021). Intensivnost' i formanty kanadskikh glasnykh na uchastkakh temy i remy (na materiale rechi politika) [Canadian vowels intensity and formants on the Theme and Rheme (Based on speeches of a politician)]. In S. V. Androsova (Ed.), *Proceedings of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement"* (pp. 23–31). Blagoveshchensk: Amur State University Press. https://doi.org/10.22250/LsLt.2021.23_31

1. Введение [Introduction]

Одним из факторов варьирования фонем является их расположение на участках темы и ремы. При этом варьирует не один параметр, а их совокупность. Параметры либо действуют однонаправленно (повышение одного сопровождается повышением другого), либо в рамках компенсаторного механизма (понижение одного параметра сопровождается повышением другого и наоборот). В настоящем исследовании рассматривается взаимодействие динамических и формантных характеристик гласных монофтонгов канадского варианта английского языка.

Данные о направлении действия интенсивности противоречивы. Согласно результатам Н. Д. Светозаровой (на материале русского языка), интенсивность звука на информационно нагруженных участках выше, чем на малоинформативных участках [Светозарова, 2000, с.113]. Данные по немецкому и английскому языкам [Гусева, 2001, 2006 ; Андросова, 2006 ; Гнатюк, 2006 ; Морозова, 2006 ; Шуйская, 2006 ; Гнатюк, Шуйская, 2010] о таком повышении не свидетельствуют.

У выявленных противоречий имеются веские основания. С одной стороны, для любых текстов закономерностью является падение интенсивности к концу синтагмы [Бондарко, 1998, с. 239], а рема расположена именно там. С другой стороны, наиболее важные, рематические, участки выделяются синтагматическим ударением. Фонетическая целостность синтагмы проявляется (помимо прочего) в том, что все слова, кроме последнего, несут только обычное словесное ударение; последнее же слово синтагмы характеризуется усиленным ударением (синтагматическим) [Бондарко, 2000, с. 126], и это может приводить к повышению интенсивности. Кроме того, в синтагме может появиться особое выделение, которое во многом определяется информационной структурой высказывания, причём такое выделение может появиться на любом слове синтагмы [Мурзалина, 1987, с. 51].

Относительно манифестации качественных характеристик фонем известно, что на информативно нагруженных участках меньше модификаций, ведущих к неполноте их выражения [Гусева, 2006 ; Деркач, 2006 ; Морозова, 2006 ; Гнатюк, 2006 ; Шуйская, 2006 ; Гнатюк, Шуйская, 2010].

Г и п о т е з а настоящего исследования состояла в том, что в речи политика для выделения информативно важных участков будет проявляться тенденция к однонаправленному действию интенсивности и качества гласных для более эффективного выполнения манипулятивной функции. Для проверки гипотезы был проведён акустический анализ языкового материала.

2. Эксперимент [Experiment]

2.1. Материал и методика исследования [Material and methods]

Материалом исследования послужили публичные выступления премьер-министра Канады Джастина Пьера Джеймса Трюдо, которому на момент записи было 44 года. Общая продолжительность звучания текстов составила 17 минут.

Инструментальное исследование отобранного материала проводилось на ПЭВМ с использованием программы для обработки речевого сигнала PRAAT. Эта программа применялась для сегментации аудиотекстов, измерения интенсивности (функция автоматического вычисления средней интенсивности на выделенном вручную участке) и формант (F1, F2 – аналогичная техника замера на относительно стационарном участке) гласных. В настоящей работе при членении текста мы учитывали изменение частоты основного тона и паузы между синтагмами, а также падение интенсивности к концу синтагмы.

2.2. Обсуждение результатов [Results and discussion]

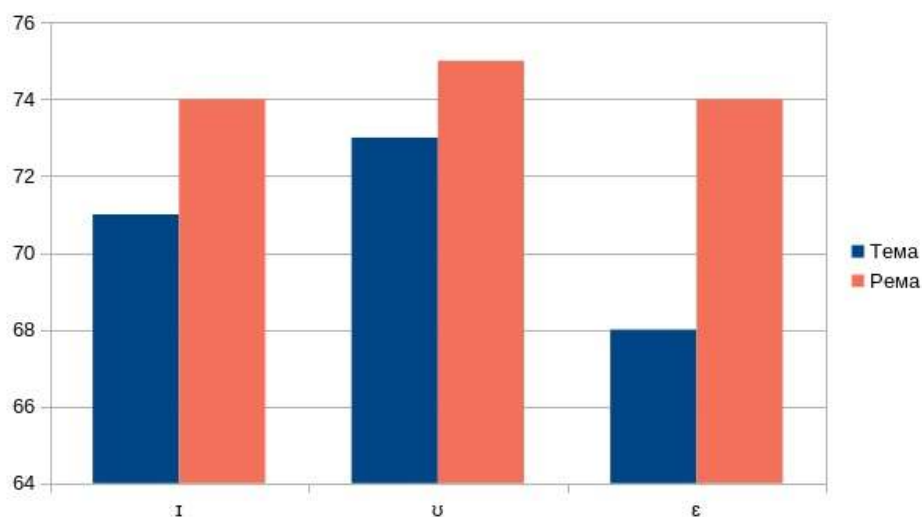
Результаты расчётов средней интенсивности гласных (в децибелах) на участках темы и ремы отражены в таблице 1.

Т а б л и ц а 1. Средняя интенсивность гласных на участках темы и ремы
[Table 1. Mean intensity of some vowels on the Theme and Rheme]

Гласный	Рема	Тема
ɪ	74	71
i	69	67
ʊ	75	73
u	72	71
e	74	68
æ	70	69

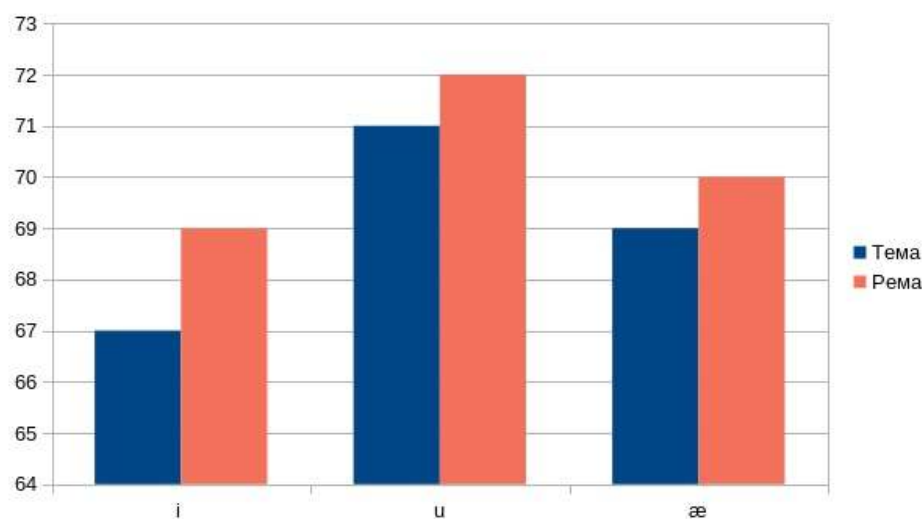
По данным таблицы можно сделать вывод о тенденции к увеличению интенсивности реализаций гласных на участках ремы по сравнению с интенсивностью на малоинформативных участках. Сравним интенсивность реализаций фонологически долгих и кратких гласных отдельно (рис. 1–2). Как видно из рисунков, интенсивность реализаций исторически долгих гласных на тематических и рематических участках меняется незначительно. Максимальная разница составила 2 дБ для гласного /i/. Разница для гласного /æ/ (включён в группу долгих по ингерентной длительности) составила всего 1 дБ. Интересно, что для слова *reople*, которое встречается в рассматриваемой речи диктора 24 раза, значения интенсивности гласного варьировали в промежутке от 66 до 73 дБ. Слово *Canada* встречается в речи 33 раза, но интенсивность гласного меняется в пределах всего 3 дБ, достигая максимума в 70 дБ.

В рамках данного исследования мы рассматриваем только реализацию монофтонгов в сильной позиции, но слово *Canada* привлекло внимание тем, что интенсивность реализации гласного в нём в сильной позиции в нескольких случаях оказывалась равной интенсивности одного из двух последующих безударных гласных. В одном случае значение интенсивности гласного в последнем слоге больше значения для ударного гласного (см. одну из реализаций на рис. 3).



Р и с у н о к 1. Средняя величина интенсивности гласных [ɪ, ʊ, ɛ] на участках темы и ремы, дБ

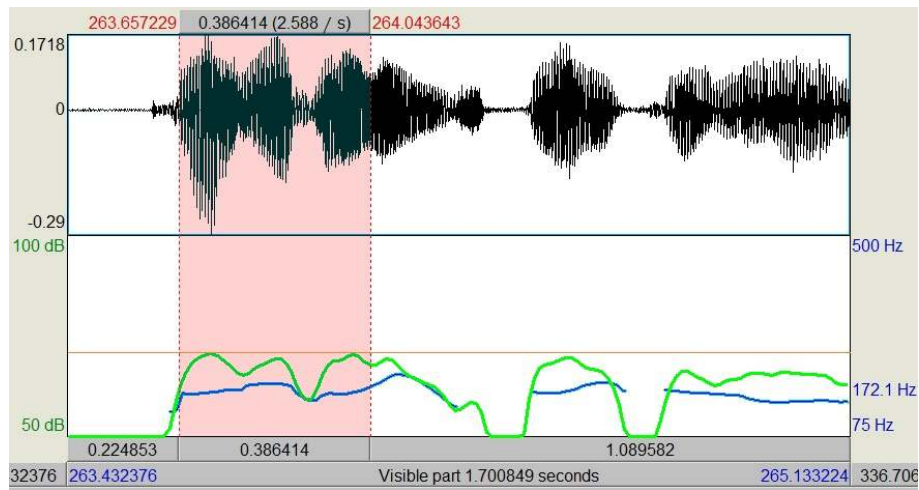
[F i g u r e 1. Mean intensity of vowels [ɪ, ʊ, ɛ] on the Theme and Rheme, dB]



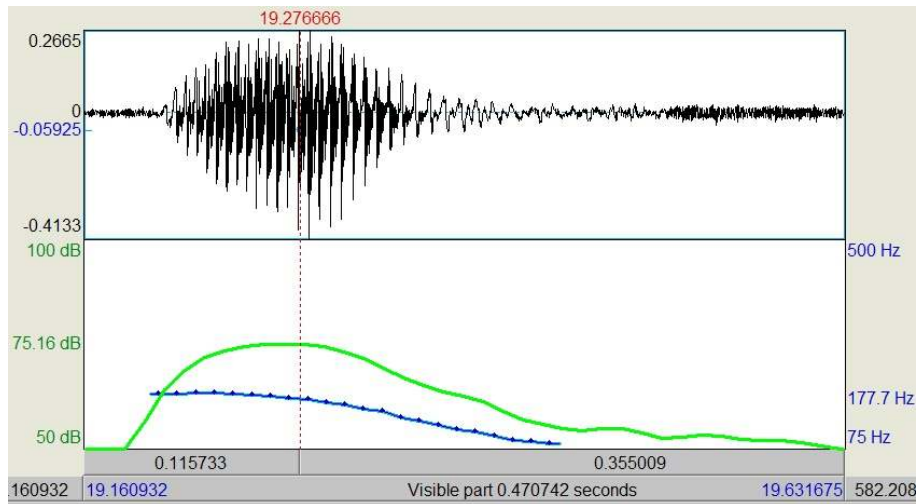
Р и с у н о к 2. Средняя величина интенсивности гласных [i, u, æ] на участках темы и ремы, дБ

[F i g u r e 2. Mean intensity of vowels [i, u, æ] on the Theme and Rheme, dB]

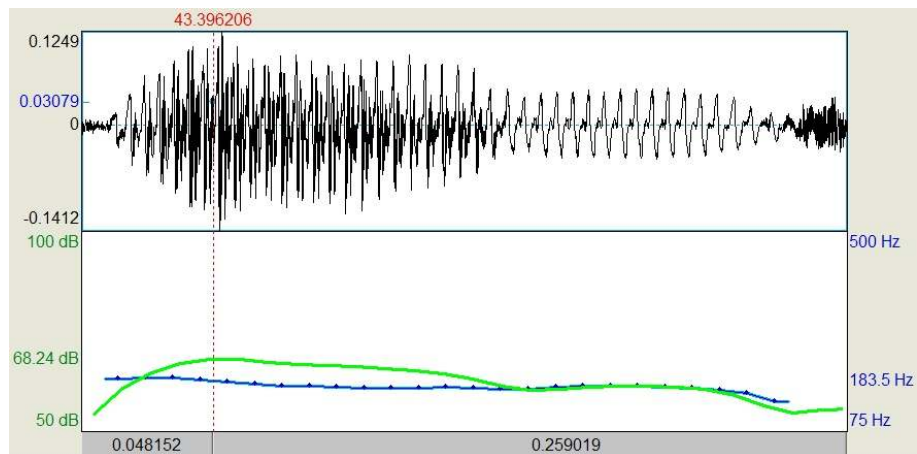
Реализациям фонемы /ɛ/ в речи выбранного диктора, согласно диаграммам (рис. 1), свойственен максимальный контраст по интенсивности. Среднее значение интенсивности на участках ремы на 6 дБ выше среднего значения на участках темы. В качестве примера рассмотрим реализации слова *friends* (рис. 4–5). Верхний зелёный контур показывает интенсивность, нижний голубой контур – частоту основного тона. Очевидно, что на участке ремы (рис. 4) интенсивность звука выше, чем во втором случае – на участке темы (рис. 5). Разный масштаб осциллограмм на рисунках не позволяет сравнить длительность гласного, но измерения показали, что длительность реализации фонемы /ɛ/ на участке ремы в этом случае на 2 мс больше. Такая разница незначительна, следовательно, можно говорить о том, что длительность одинакова и контраст обеспечивается только интенсивностью.



Р и с у н о к 3. Реализация слова *Canada* на участке темы
[Figure 3. The word *Canada* on the Theme]



Р и с у н о к 4. Реализация слова *friends* на участке ремы
[Figure 4. The word *friends* on the Rheme]



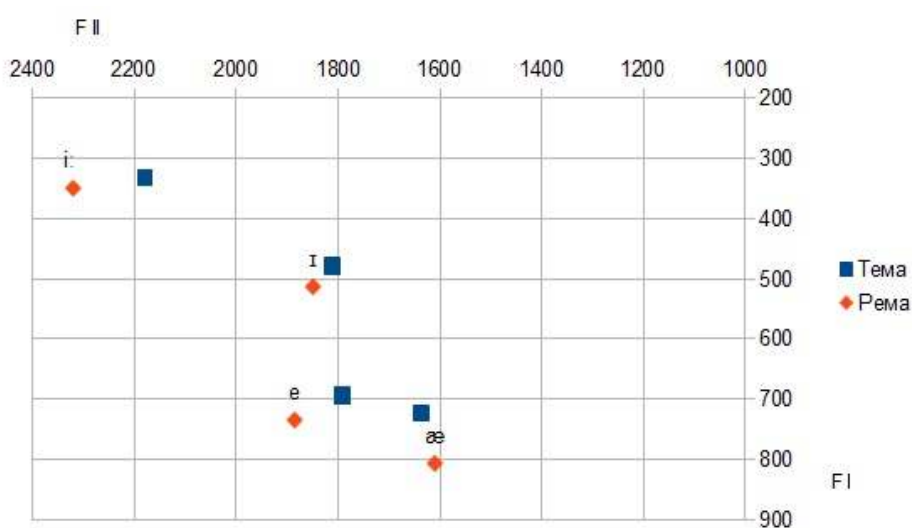
Р и с у н о к 5. Реализация слова *friends* на участке темы
[Figure 5. The word *friends* on the Theme]

В рамках исследования также было проведено сравнение реализаций фонем в словах на участках темы и ремы. В таблице 2 приведены средние значения F1 и F2 выбранных гласных.

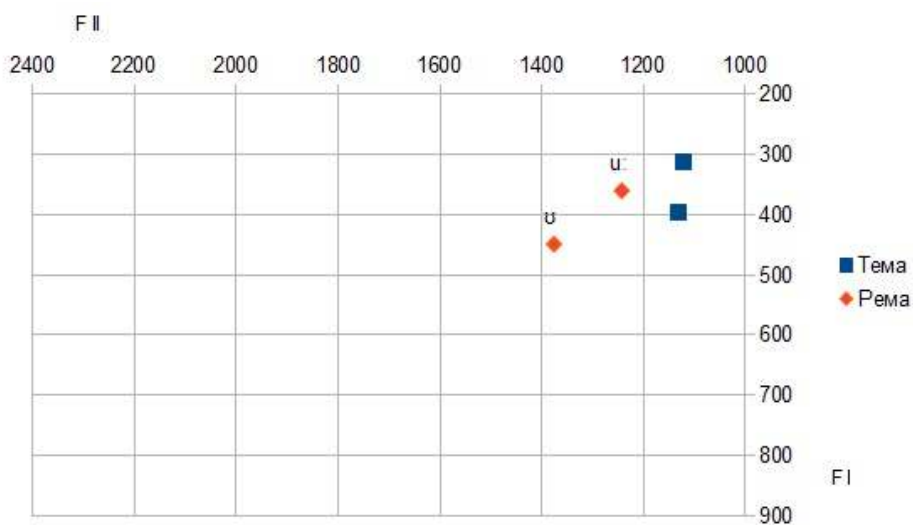
Т а б л и ц а 2. Средние значения формант гласных
[Table 2. Mean formants of some vowels]

Гласный	Рема		Тема	
	F1	F2	F1	F2
ɪ	513	1849	479	1810
i	349	2320	331	2179
o	449	1376	397	1130
u	360	1243	312	1123
e	735	1885	694	1793
æ	807	1610	723	1637

Анализируя данные таблицы 2, можно сделать выводы о подъёме и ряде гласных. Очевидно, что значения F1 монофтонгов [ɪ], [i], [e], [æ], [o], [u] на участках ремы выше полученных при измерении тех же гласных на участках темы. Это свидетельствует о реализации гласных как в целом более открытых на участках с большей информативной нагруженностью. Значения F2, приведённые в таблице 2, позволяют судить о продвижении гласных по ряду. Легко увидеть, что монофтонги [ɪ], [i], [e], [o], [u] сегментированные с участков ремы, реализовались как продвинутые вперёд по сравнению с их реализациями на участках темы. Исключение составил монофтонг [æ] реализовался как более отодвинутый. На рисунках 6 и 7 на точечных диаграммах представлены изображения гласных в пространстве. Горизонтальная ось показывает вторую форманту (F2), вертикальная – первую форманту (F1).



Р и с у н о к 6. Характеристики спектра гласных переднего ряда на участках разной информативной нагруженности
[Figure 6. Gormants of front vowels on the Theme and Rheme]



Р и с у н о к 7. Характеристики спектра гласных заднего ряда на участках разной информативной нагруженности
 [F i g u r e 7. Formants of back vowels on the Theme and Rheme]

На рисунках видно, что большинство гласных, выбранных на участках ремы, занимает более крайние позиции в пространстве первой и второй формант. Таким образом, мы можем сделать вывод о наличии прямой связи реализации гласных на участках разной информативной нагруженности с изменениями не только их динамических характеристик, но и качественных. Результаты сопоставления значений первой форманты гласных на тематических и рематических участках позволяют говорить о наличии в целом тенденции к повышению значений F1 у гласных. Анализ значений второй форманты (F2) монофтонгов на участках с разной информационной нагруженностью показал, что на участках ремы есть тенденция к смещению вперед гласных переднего и гласных заднего ряда.

3. Заключение [Conclusion]

В настоящем исследовании была поставлена цель определить особенности реализации интенсивности и двух формант (F1, F2), отвечающих за качественные характеристики гласных (подъём и ряд соответственно), на участках темы и ремы в идиолекте канадского политического деятеля высшего эшелона. Анализ данных о средней интенсивности гласных показал увеличение значений на участках ремы, по сравнению с темой, но такой контраст не был статистически значимым. Таким образом, можно лишь сделать вывод о наличии фонетической тенденции незначительного повышения интенсивности на участках ремы по сравнению с участками темы.

Учитывая современную устоявшуюся тенденцию к продвижению гласных [u], [ʊ] вперед, которую уже можно считать относящейся к системе (см., напр., [Иванашко, 2016, с. 64 ; Караваева, 2018]), полученные результаты дают возможность считать, что на участках ремы выбранные нами монофтонги реализуются в более полном типе, т. е. имеют более чёткую артикуляцию, что выражается в значениях F1 и F2.

Таким образом, полученные результаты подтвердили гипотезу об одностороннем действии интенсивность (в сторону повышения) и качества гласных (в сторону более полной реализации). Однако эти результаты ограничены пределами исследуемого материала. В дальнейшем планируется расширение исследуемого материала за счёт увеличения количества дикторов со схожими социолингвистическими параметрами.

Библиографический список

- Андросова С. В. Реализация согласных американского варианта английского языка в информационной структуре спонтанного монологического высказывания // Реализация фонетических единиц в информационной структуре высказывания / под ред. С. И. Гусевой. Благовещенск : Изд-во Амурского гос. ун-та, 2006. С. 12–63.
- Бондарко Л. В. Фонетика современного русского языка. СПб. : Изд-во СПбГУ, 1998. 276 с.
- Бондарко Л. В., Вербицкая Л. А., Гордина М. В. Основы общей фонетики. 3-е издание, доп. и перераб. СПб. : Изд-во СПбГУ, 2000. 157 с.
- Гнатюк Е. В. Австралийский консонантизм на участках разной информативной нагруженности // Реализация фонетических единиц в информационной структуре высказывания / под ред. С. И. Гусевой. Благовещенск : Изд-во Амурского гос. ун-та, 2006. С. 64–192.
- Гнатюк Е. В., Шуйская Т. В. Акустические характеристики сегментов как сигналы границ тематических и рематических участков высказывания // Вестник ИГЛУ, 2010. № 4 (12). С. 84–91.
- Гусева С. И. Коммуникативная перспектива высказывания и реализация сегментных единиц (экспериментально-фонетическое исследование на материале немецкого языка) : автореф. дис. ... д-ра филол. наук : 10.02.19 ; Санкт-Петербург. гос. ун-т. СПб., 2001. 37 с.
- Гусева С. И. Модификации немецких согласных на участках разной информативной нагруженности // Реализация фонетических единиц в информационной структуре высказывания / под ред. С. И. Гусевой. Благовещенск : Изд-во Амурского гос. ун-та, 2006. С. 93–136.
- Деркач С. В. Реализация гласных американского варианта английского языка // Реализация фонетических единиц в информационной структуре высказывания / под ред. С. И. Гусевой. Благовещенск : Изд-во Амурского гос. ун-та, 2006. С. 137–157.
- Иванашко Ю. П. К вопросу о системном сдвиге гласных британского варианта английского языка // Теоретическая и прикладная лингвистика. 2016. Вып. 2, № 2. С. 58–69.
- Караваева В. Г. Акустические и перцептивные характеристики гласных /u/ и /ʊ/ (на материале британского новостного аналитического дискурса) // Вестник Томского гос. ун-та. 2018. № 427. С. 39–46. <https://doi.org/10.17223/15617793/427/5>
- Морозова О. Н. Реализация гласных канадского варианта английского языка // Реализация фонетических единиц в информационной структуре высказывания / под ред. С. И. Гусевой. Благовещенск : Изд-во Амурского гос. ун-та, 2006. С. 160–179.
- Мурзалина Б. К. Особенности смысловозначительных возможностей и фонетической структуры русской интонации по сравнению с казахской интонацией : дис. ... канд. филол. наук : 10.02.01. М., 1987. 151 с.
- Светозарова Н. Д. Интонация в художественном тексте. СПб. : Изд-во СПбГУ, 2000. 178 с.
- Шуйская Т. В. Реализация гласных австралийского варианта английского языка // Реализация фонетических единиц в информационной структуре высказывания / под ред. С. И. Гусевой. Благовещенск : Изд-во Амурского гос. ун-та, 2006. С. 180–210.

References

- Androsova, S. V. (2006). Realizatsiya soglasnykh amerikanskogo varianta angliyskogo yazyka v informatsionnoy strukture spontannogo monologicheskogo vyskazyvaniya [American English consonants in the informational structure of the utterance]. In S. I. Guseva (Ed.), *Realizatsiya foneticheskikh edinit v informatsionnoy strukture vyskazyvaniya* [Phonetic units in the informational structure of the utterance] (pp. 12–63). Blagoveshchensk : Amur State University Press. (In Russ.).
- Bondarko, L. V. (1998). *Fonetika sovremennogo russkogo yazyka* [Modern Russian Phonetics]. St Petersburg : St Petersburg University Press. (In Russ.).
- Bondarko, L. V., Verbitskaya, L. A., Gordina, M. V. (2000). *Osnovy obshchey fonetiki* [The basics of general phonetics]. 3rd edition, with corrections and addenda. St Petersburg University Press. (In Russ.).
- Gnatyuk, E. V. (2006). Avstraliyskiy konsonantizm na uchastkakh raznoy informativnoy nagruzhennosti [Australian-English consonants in utterance parts with different informational load]. In

- S. I. Guseva (Ed.), *Realizatsiya foneticheskikh edinits v informatsionnoy strukture vyskazyvaniya* [Phonetic units in the informational structure of the utterance] (pp. 64–192). Blagoveshchensk : Amur State University Press. (In Russ.).
- Gnatyuk, E. V., Shuyskaya, T. V. (2010). Akusticheskie kharakteristiki segmentov kak signaly granits tematiceskikh i rematiceskikh uchastkov vyskazyvaniya [Acoustic features of segments within theme and rhyme stretches in spontaneous speech]. *Vestnik IGLU* [Vestnik of Irkutsk State Linguistic University], 4 (12), 84–91. (In Russ.).
- Guseva S. I. (2001). *Kommunikativnaya perspektiva vyskazyvaniya i realizatsiya segmentnykh edinits (eksperimental'no-foneticheskoe issledovanie na materiale nemetskogo yazyka)* [Communicative perspective of the utterance and segmental units manifestation] (Phonetic research based on German): Doctoral in Philological sci dis. St Petersburg : St Petersburg University. (In Russ.).
- Guseva, S. I. (2006). Modifikatsii nemetskikh soglasnykh na uchastkakh raznoy informativnoy nagruzhenosti [German consonants natural modification in utterance parts with different informational load]. In S. I. Guseva (Ed.), *Realizatsiya foneticheskikh edinits v informatsionnoy strukture vyskazyvaniya* [Phonetic units in the informational structure of the utterance] (pp. 93–136). Blagoveshchensk : Amur State University Press. (In Russ.).
- Derkach, S. V. (2006). Realizatsiya glasnykh amerikanskogo varianta angliyskogo yazyka [American vowel patterns]. In S. I. Guseva (Ed.), *Realizatsiya foneticheskikh edinits v informatsionnoy strukture vyskazyvaniya* [Phonetic units in the informational structure of the utterance] (pp. 137–157). Blagoveshchensk : Amur State University Press. (In Russ.).
- Ivanashko, Yu. P. (2016). K voprosu o sistemnom sdvige glasnykh britanskogo varianta angliyskogo yazyka [Some shifts in the system of British vowels]. *Teoreticheskaya i prikladnaya lingvistika* [Theoretical and Applied Linguistics], 2 (2), 58–69. (In Russ.).
- Karavaeva, V. G. (2018). Akusticheskie i pertseptivnye kharakteristiki glasnykh /u/ i /ʊ/ (na materiale britanskogo novostnogo analiticheskogo diskursa) [Acoustic and perceptual characteristics of vowels /u/ and /ʊ/ (In BBC analytical news programs)]. *Vestnik Tomskogo gosudarstvennogo universiteta* [Tomsk State University Journal], 427, 39–46. (In Russ.). <https://doi.org/10.17223/15617793/427/5>
- Morozova, O. N. (2006). Realizatsiya glasnykh kanadskogo varianta angliyskogo yazyka [Canadian English vowel patterns]. In S. I. Guseva (Ed.), *Realizatsiya foneticheskikh edinits v informatsionnoy strukture vyskazyvaniya* [Phonetic units in the informational structure of the utterance] (pp. 160–179). Blagoveshchensk : Amur State University Press. (In Russ.).
- Murzalina, B. K. (1987). *Osobennosti smyslorazlichitel'nykh vozmozhnostey i foneticheskoy struktury russkoy intonatsii po sravneniyu s kazahskoy intonatsiey* [Semantic functions and structure of Russian intonation patterns compared to Khazakh] : PhD in Philological sci. diss. Moscow. (In Russ.).
- Svetozarova, N. D. (2000). *Intonatsiya v khudozhestvennom tekste* [Intonation in fiction]. St Petersburg : St Petersburg University Press. (In Russ.).
- Shuyskaya T. V. Realizatsiya glasnykh avstraliyskogo varianta angliyskogo yazyka [Australian English vowel patterns]. In S. I. Guseva (Ed.), *Realizatsiya foneticheskikh edinits v informatsionnoy strukture vyskazyvaniya* [Phonetic units in the informational structure of the utterance] (pp. 180–210). Blagoveshchensk : Amur State University Press. (In Russ.).

Иванашко Юлия Петровна, Процукович Елена Александровна
Амурский государственный университет
г. Благовещенск, Российская Федерация
polia-80@mail.ru, amursea@mail.ru

Типичные ошибки учащихся при выполнении заданий 39, 40 письменной части ЕГЭ по иностранному языку

Аннотация

Настоящая статья представляет собой анализ типичных ошибок, допускаемых учащимися школ Амурской области при сдаче письменной части ЕГЭ по иностранному языку. В статье описаны основные несоответствия работ учащихся предъявляемым требованиям в области коммуникации, организации текста и языкового оформления. В ходе исследования типичные ошибки, отмеченные экспертами при проверке письменных работ в 2019–2020 гг., были систематизированы в соответствии с утверждёнными критериями оценивания заданий «Личное письмо» и «Эссе». В работе приведены примеры характерных фактологических, грамматических, лексических, орфографических, пунктуационных, структурных, стилистических и коммуникативных ошибок; даны рекомендации по их предотвращению при выполнении заданий раздела «Письмо» и совершенствованию языковых навыков учащихся. Представленные данные могут использоваться учителями иностранного языка при подготовке старшеклассников к выполнению заданий 39, 40 раздела «Письмо» ЕГЭ.

Ключевые слова: ЕГЭ, английский язык, раздел «Письмо», типичные ошибки

© Иванашко Ю. П., Процукович Е. А. 2021

Для цитирования: Иванашко Ю. П., Процукович Е. А. Типичные ошибки учащихся при выполнении заданий 39, 40 письменной части ЕГЭ по иностранному языку // Proc. of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement" / S. V. Androsova (Ed.). Blagoveshchensk: Amur State University Press, 2021. P. 32–40. https://doi.org/10.22250/LsLt.2021.32_40

Yulia P. Ivanashko, Elena A. Protsukovich
Amur State University
Blagoveshchensk, Russian Federation
polia-80@mail.ru, amursea@mail.ru

Students typical errors in written tasks 39, 40 of RNE in foreign language

Abstract

The current paper examines typical errors in written tasks 39, 40 of RNE in foreign language made by high school students of the Amur Region. The essay samples were studied based on the official requirements to the tasks with regard to communication goals, text structure and language means. During the study, we identified and systematized typical erroneous patterns of 2019–2020 RNE written part in accordance with the assessment criteria for "Personal letter" and "Essay" tasks. The paper illustrates typical factual, grammatical, lexical, spelling, punctuation, structural, stylistic, and communicative errors. We also provide recommendations on how to prevent these types of errors and improve students' language skills. The data presented might be useful for foreign language teachers while preparing students for performing tasks 39, 40 of RNE.

Keywords: RNE, the English language, writing section, typical errors

For citation: Ivanashko, Yu. P., Protsukovich, E. A. (2021). Tipichnye oshibki uchashchikhsya pri vypolnenii zadaniy 39, 40 pis'mennoi chasti EGE po inostrannomu yazyku [Students typical errors in written tasks 39, 40 of RNE in foreign language]. In S. V. Androsova (Ed.), *Proceedings of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement"* (pp. 32–40). Blagoveshchensk: Amur State University Press. https://doi.org/10.22250/LsLt.2021.32_40

1. Введение [Introduction]

Несмотря на многолетнюю практику проведения единого государственного экзамена по английскому языку, наблюдается недостаток системного описания типичных ошибок, допускаемых экзаменуемыми в письменной части итогового испытания (среди работ, посвящённых данной тематике см. статьи и учебные пособия) [Веселова, 2011 ; Костюк, Боголюбова, 2012 ; Вербицкая, 2015 ; Ягудена, 2016 ; Вербицкая и др., 2020]. В настоящей статье рассматриваются языковые ошибки, наиболее часто обнаруживающиеся в работах по ЕГЭ по иностранному языку выпускников школ Амурской области (раздел «Письмо»), и предлагаются пути их устранения.

Раздел «Письмо» состоит из двух заданий: задание 39 «Личное письмо» и задание 40 – письменное высказывание с элементами рассуждения «Моё мнение»; их выполнение требует демонстрации разных умений письменной речи, относящихся к двум уровням сложности (базовому и высокому) [Вербицкая, 2020]. Задание 39 «Личное письмо» имеет базовый уровень сложности, однако учащиеся нередко допускают при его выполнении ошибки различных типов – при решении коммуникативной задачи, организации текста и языковом оформлении [Вербицкая, 2015 ; Вербицкая и др., 2020]. Наиболее проблемной частью выполнения задания 39 является решение коммуникативной задачи [Ягудена, 2016]. Значительно большие трудности у экзаменуемых вызывает задание 40, которое обладает высоким уровнем сложности и требует хорошо развитых предметных и метапредметных умений и навыков, что отражается на заметно более низком среднем проценте выполнения этого задания по сравнению с заданием 39 (74,9% vs 57,9% соответственно) [Вербицкая и др., 2020, с. 4–7, с. 25].

2. Анализ ошибок [Error analysis]

2.1. Материал и методика исследования [Material and methods]

Материалом для настоящего исследования послужили письменные работы, выполненные выпускниками школ Амурской области на заключительном этапе подготовки к сдаче ЕГЭ по английскому языку и в ходе пробных испытаний. Кроме того, сведения о видах типичных ошибок были собраны и систематизированы авторами настоящего исследования, имеющими многолетний опыт работы в роли экспертов по ЕГЭ и ОГЭ по иностранному языку. Представленные в статье примеры получены методом сплошной выборки из письменных работ 2020–2021 гг. Для описания типичных ошибок использован метод лингвистического анализа.

2.2. Обсуждение результатов [Results and discussion]

2.2.1. Личное письмо (39) [Personal letter (39)]

Задание «Личное письмо» (39) имеет базовый уровень сложности, однако учащиеся нередко допускают при его выполнении ошибки различных типов – при решении коммуникативной задачи, организации текста и языковом оформлении. Рассмотрим эти ошибки подробнее [Вербицкая, 2015].

Г р у п п а 1 – решение коммуникативной задачи. При анализе на предмет полноты выполнения коммуникативного задания выявлены следующие ошибки: 1) неполные и неточные ответы на поставленные вопросы, 2) формулировка вопросов, частично соответствующих или вовсе не соответствующих заданию, 3) смешение стилей.

Ошибки первой подгруппы состоят в том, что учащиеся не всегда дают полные и точные ответы на поставленные в письме друга вопросы. Например, в письме друга заданы следующие вопросы:

What kind of things do you consider nice souvenirs? Why do you think people buy souvenirs at all? What do you do with the ones you don't like? В ответ на них учащийся пишет: Well, I really like souvenirs and I think it's the best way to learn about different cultures. In my opinion, people buy souvenirs because they want to share experiences after a journey. If I don't like something, I don't get upset and just put a souvenir on the shelf¹.

Из представленного примера видно, что ответ на первый вопрос не дан совсем.

Чаще отмечаются случаи, когда ответ на вопрос друга дан не полностью. Например, на вопрос *When did you have your school trip and where did you go?* учащийся отвечает: *Last time we went to the archeological museum* – ответ дан только на вторую часть вопроса.

Самыми частотными типичными ошибками в коммуникативном плане являются ошибки второй подгруппы – неверно сформулированные вопросы к другу по переписке [Костюк, 2012 ; Веселова, 2011]. Рассмотрим несколько примеров. В письме-стимуле указано: *I have finished translating a book...* – далее предлагается задать 3 вопроса о переводе. Экзаменуемые задают следующие вопросы: *How long did you learn the language to translate books? What kind of a book do you prefer to translate? Do you like your translation?* В данном случае ни один из заданных вопросов не отвечает поставленной коммуникативной задаче, так как все они направлены не на уточнение информации о переводе, а связаны с иными аспектами – в первом случае акцент делается на процессе изучения языка, во втором и третьем – вопросы касаются не перевода, а предпочтений его автора.

В следующем примере автор письма-стимула упоминает, что едет к двоюродному брату в Нью-Йорк на неделю; экзаменуемому необходимо задать 3 вопроса о кузене. В одном из писем учащийся формулирует вопросы так: *What's your cousin's name? What state does your cousin live in? What will you visit with cousin in New York?* Первый вопрос отвечает поставленной коммуникативной задаче, второй не совсем уместен, так как в письме-стимуле указано место жительства кузена, а третий вопрос направлен не на кузена непосредственно, а на двух людей и их совместные планы.

Кроме того, в личных письмах нередко наблюдаются ошибки третьей подгруппы – смешение стилей речи внутри одного задания. Чаще всего, это выражено в использовании вводных слов и конструкций более формального стиля, например *however, in my opinion, moreover, furthermore, to begin with, in addition* и т. д.

Г р у п п а 2 – организация текста. Сюда относятся ошибки структурирования и нарушение логики изложения. В последнее время баллы, выставляемые за организацию текста, повысились, так как экзаменуемые корректно делят текст на абзацы, соблюдают нормы оформления личного письма. Однако всё ещё частотными являются случаи нарушения логики изложения – в письме не всегда присутствуют логические переходы от одной мысли к другой. Это полностью согласуется с полученными ранее результатами [Вербицкая и др., 2020, с. 26]. Приведём характерный пример:

Sorry it's been so long since I last wrote, I've been too busy preparing for my exams. It's quite tough to look after little brothers and sisters.

¹ Все примеры приведены в авторской редакции (авторов работ ЕГЭ)

Г р у п п а 3 – языковое оформление. Языковое оформление выпускниками задания 39 вызывает беспокойство – в работах отмечается достаточно большое количество грамматических ошибок, связанных главным образом с употреблением артиклей, времён глагола (особенно при формулировании вопросов), предлогов, неличных форм глагола (инфинитив и герундий), частей речи.

Например:

I think the only child in the family is boring. (Отсутствует глагол *to be* в форме инфинитива)

I'm happily to spend some time with kids. (Неверный выбор части речи – наречие вместо прилагательного)

Where is a party will be? (Лишний вспомогательный глагол и нарушение порядка слов)

What kind of book do you prefer to read? (Требуется множественное число, а не единственное)

...only in this time I can forgot about school. (Неверное использование предлога, неправильный выбор формы глагола)

Менее частотными языковыми ошибками являются пунктуационные и орфографические. Примеры п у н к т у а ц и о н н ы х ошибок:

Also my friends and I can eat pizza. (Отсутствие запятой после слова *Also*)

If I don't like something I don't get upset... (Неправильный выбор формы глагола в главной части условного предложения)

К о р ф о г р а ф и ч е с к и м ошибкам относят все ошибки в написании слова, если они не меняют его значения. Например:

They are pretty quite neighbours. (Неправильное написание слова *quiet*)

2.2.2. Письменное высказывание с элементами рассуждения «Моё мнение» (40) [My opinion essay (40)]

Значительно большие трудности у экзаменуемых вызывает задание 40, которое обладает высоким уровнем сложности и требует хорошо развитых предметных и метапредметных умений и навыков.

О ш и б к и Г р у п п ы 1 – решение коммуникативной задачи. Умение учащегося решить поставленную перед ним коммуникативную задачу представляет самую большую проблему при подготовке эссе. Чаще всего экзаменуемый неправильно трактует и, как следствие, некорректно раскрывает в основной части эссе предложенную для размышления тему. На сегодняшний день экзаменуемый имеет выбор из двух предложенных в разделе «Письмо» тем для написания эссе. Выбирая тему, учащийся нередко ориентируется на то, вся ли представленная в ней лексика, знакома ему. Однако кажущаяся на первый взгляд простота лексики, содержащаяся в названии темы, не всегда может способствовать верному решению коммуникативной задачи (см. аналогичные выводы [Вербицкая и др., с. 27]). В 2020 году из двух предложенных амурским выпускникам тем – 1) Information technology is the most important school subject; 2) It's good to live in a big family – большинство экзаменуемых выбрали вторую, вероятно посчитав, что по теме “Family” можно сформулировать большее количество аргументов и привести массу примеров. Однако многие ребята не обратили внимание на ключевые слова в данной теме, в частности, на слово *big*, размышляя о ценности семьи в целом, а не о большой семье. В связи с этим коммуникативная задача не была решена совсем и по данному критерию такие работы были оценены на 0 баллов.

Не менее важным аспектом, который вызывает значительные затруднения у сдающих экзамен, является вступление. Первая сложность связана с неумением

некоторых учащихся перефразировать предложенную тему – нередко формулировка остаётся неизменной, что ведёт к снижению баллов за решение коммуникативной задачи (РКЗ). Другая проблема состоит в том, что, перефразируя тему, экзаменуемый невольно искажает её. Рассмотрим несколько примеров вступления.

Тема: *It is believed that young people today are not as healthy as they were fifty years ago.*

Вступление 1: *There are two points of view about whether teenagers in our time are healthier than before or not. Some people think that in modern world children's health is especially taken care of while others do not agree with them.*

Вступление 2: *Nowadays healthcare problem among teenagers is very actual. Some people believe that young generation is unhealthier than fifty years ago while others think otherwise. But who is right?*

Вступление 3: *It is a common knowledge that teenagers' health is not good as it was fifty years ago. Some people suppose that now people are stronger than earlier. Others say that people were healthy in the past.*

Во вступлении 1 учащийся перефразирует тему в первом предложении, однако во втором, попытка разнообразить его лексический состав приводит к серьёзному искажению смысла первоначальной темы. Так, во второй части вступления речь идёт не о том, здоровее ли нынешнее поколение по сравнению с предыдущим, а о том, насколько внимательны люди к своему здоровью. Подобное искажение темы оказывает отрицательное воздействие на дальнейшее её раскрытие экзаменуемым и, как результат, ведёт к снижению баллов за РКЗ или к оцениванию всей работы на 0 баллов.

Во вступлении 2 попытка замены слов предложенной темы синонимами приводит к полному искажению её смысла. Так, использование слова *healthcare* во введении заставляет читателя думать о том, что проблема здравоохранения очень актуальна в молодёжной среде, что совершенно не соответствует заданной теме. Во второй части вступления экзаменуемый всё же возвращается к изначальной теме, но далее вновь совершает ошибку, используя последующий риторический вопрос, что является грубым нарушением правил написания такого вида письменной работы.

Во вступлении 3 экзаменуемый в первом предложении формулирует категоричную точку зрения на здоровье современных подростков, чего во вступлении делать нельзя. Несмотря на то, что в последующих предложениях представлены две противоположные точки зрения, логика изложения уже нарушена и в этом случае эксперту вновь придётся снизить баллы при оценивании этого задания.

На сегодняшний день экзаменуемые допускают меньшее количество ошибок во втором абзаце, где необходимо аргументировать собственную точку зрения и, по возможности, подкрепить её примерами. Тем не менее, отмечаются случаи, когда учащийся неправильно выражает свою позицию. Например:

Тема: *It is believed that young people today are not as healthy as they were fifty years ago.*

Абзац 2 (отрывок): *In my opinion, the author of the given topic is right, and I can easily explain why. Firstly, it is so because modern young people are strongly prone to harmful addictions.*

В первом предложении учащийся говорит о том, что поддерживает точку зрения автора исходного высказывания, однако во введении приводит две противоположные точки зрения, и из сказанного в начале второго абзаца читающие не могут понять, какой же позиции придерживается автор, на которого ссылается экзаменуемый. Это нарушает как коммуникативную задачу, так и логику изложения.

Рассмотрим ещё один пример.

First of all, we have the pharmacy with a lot of pills. In my opinion, people can buy tablets and get rid of the pain. Secondly, we can see a doctor and he can give us vitamins.

Автор данного высказывания искажает первоначальную тему, так как поддерживает не ту точку зрения, что нынешняя молодёжь обладает более крепким здоровьем по сравнению с предыдущими поколениями, а сообщает о возможности современного человека избавиться от боли и, в целом, улучшить качество жизни при помощи медикаментов. Как и в предыдущем случае, здесь нарушена и коммуникативная задача, и логика повествования. Ниже приведён другой пример ошибки в части эссе, выражающей точку зрения автора.

Secondly, the number of cars and therefore CO2 releases. All of us breath it every day, but gases are more harmful exactly for young people.

Приводя аргумент в поддержку своего мнения, учащийся высказывает мысль о том, что выхлопные газы автомобилей особо вредны для молодых людей. При этом автор данного утверждения не объясняет, на чём оно основано. В такой ситуации эксперт имеет дело с фактологической ошибкой и данный неподтверждённый аргумент не может быть засчитан.

Третий абзац, представляющий собой противоположную точку зрения, обычно содержит ошибки, аналогичные тем, которые учащиеся делают во втором абзаце эссе. Например:

However, some people challenge this point of view. They say healthcare in modern world is much better than it was fifty years ago, both the fields of treatment and prevention.

Учащийся делает акцент на здравоохранении и его качестве, а не на состоянии здоровья современных молодых людей, что является ошибкой с точки зрения логики и коммуникации.

Ещё более сложной задачей для многих экзаменуемых является умение правильно сформулировать контраргумент. Нередко в этом абзаце учащийся приводит ещё один аргумент в поддержку своей точки зрения, не связывая излагаемые факты с мнением, высказанным в третьей части эссе. Также отмечаются случаи, когда на месте контраргумента учащийся пишет аргумент, переформулированный из второго абзаца. Такой контраргумент не засчитывается или оценивается меньшим количеством баллов.

Написание заключительной части эссе нередко создаёт трудности для экзаменуемых, которые допускают следующие типичные ошибки.

1. Учащийся неверно формулирует заключение, что приводит к искажению основной темы эссе или полному отступлению от неё.

2. В заключении отсутствует собственная точка зрения – вывод представлен как некое усреднённое мнение.

3. Автор эссе пытается найти компромисс из двух представленных в эссе противоположных точек зрения. Нередко в таких случаях используются фразы: *tastes are differ; there are different views on..., we have to respect all points of view, every person has his / her own opinion about...*

Рассмотрим некоторые примеры работ, в которых допущены вышеприведённые типичные ошибки.

Тема эссе: *It is believed that young people today are not as healthy as they were fifty years ago.*

Заключение 1: *In conclusion, I would like to say that the problem of weak teenagers' health is still to be discussed because future of the humanity depends on young people, so we should take care of them.*

В данном заключении отсутствует точка зрения автора, так как учащийся не употребил каких-либо фраз, указывающих на то, что в абзаце выражено его мнение. Кроме того, отмечается уход от основной темы о качестве здоровья современных молодых людей в противопоставление предыдущим поколениям. Такое заключение не может быть засчитано при проверке.

Заключение 2: *To conclude, I firmly believe that young people today are all not as healthy as they were in the past, because of their habits and preferences.*

В заключении 2 автор приводит свою точку зрения, однако она противоречит сказанному во вводной части эссе. Так во введении автор приводил две противоположные точки зрения, первая из которых заключалась в том, что подростки в современном мире безопаснее относятся к своему здоровью, а вторая точка зрения была связана с гораздо лучшим качеством современного здравоохранения по сравнению с 20 веком. В заключении же мы видим уход от мнения, которое автор поддержал во втором абзаце (современная молодёжь мало внимания уделяет собственному здоровью), что является как коммуникативной, так и логической ошибкой. В целом, в данной ситуации эссе может быть оценено в 0 баллов, так как в основной его части отмечается уход от заданной темы.

Заключение 3: *In conclusion, I can say, that this problem is still to be discussed. As far as I am concerned, the point is to stop panic, the situation is under control.*

Здесь автор не даёт никаких аргументов в поддержку своего мнения по заданной проблеме, которая, к слову, никак в этой части эссе не обозначена, – такой вывод может быть использован для многих ситуаций. В первом предложении высказана точка зрения о нерешённости проблемы на данный момент, а во втором автор предлагает не волноваться по поводу возникшей ситуации (неясно, какой). Заключение при экспертной оценке не может быть засчитано.

Заключение 4: *In conclusion, I want to say that there is no matter what time we live, we should always care about our health and never forget about it.*

Здесь автор не только не приводит собственной точки зрения на обсуждаемую проблему, но и уходит от темы, пытаясь обобщить всё сказанное в предыдущих частях эссе.

О ш и б к и Г р у п п ы 2 – организация текста. Как правило, экзаменуемые правильно делят эссе на абзацы, довольно корректно используют средства логической связи, за исключением случаев, когда происходит неверный выбор слов и фраз-связок с точки зрения функциональных стилей (критерий «Решение коммуникативной задачи»). Например, *but* вместо *however*, *also* вместо *furthermore*, *as for me* вместо *in my opinion*.

Иногда в эссе отмечается нарушение логики изложения. Например:

Despite my respect for this opinion, I cannot share it, because I believe that scientists and countries are trying to solve this problem. Also, it does not have so big influence on people's health. Moreover, the healthcare system improves all over the world and it helps people to live longer without any illnesses and diseases.

В предыдущих абзацах автора данного эссе речь шла о здоровье подростков, однако контраргумент строится на точки зрения о здоровье людей в целом, что нарушает логику изложения. Обращает на себя внимание и стилистически неверное использование вводного слова *also*.

О ш и б к и Г р у п п ы 3 – грамматика, лексика, орфография и пунктуация. Ошибки данной группы при выполнении эссе – задания повышенной сложности – являются довольно частотными в работах экзаменуемых. Наиболее типичными грамматическими ошибками являются:

– нарушения в употреблении видовременных форм глагола (*every forth girl go..., young people absolutely healthy, healthcare that help*);

– неправильное употребление артиклей или их пропуск (*(the) author of the given topic..., (the) USSR, a fresh air; to do the sport*);

– неправильное использование степеней сравнения прилагательных и наречий (*less healthier; ...are stronger than early*);

– неверное употребление предлогов (*it influences on them, go in the summer camp, diseases with the stomach*);

– ошибки в использовании неличных форм глагола (*in addition to play, should to care*);

- нарушение порядка слов (*in 2021 even...; ...even among athletes exist people who have some harmful addictions*);
- некорректное использование указательных местоимений (*this* вместо *these*);
- ошибки в употреблении местоимений, в том числе возвратных (*feel themselves*);
- некорректное употребление числа существительных (*a lot of times, vegetables and fruits, meats, a lot of illness*);
- замена *some* на *any* и наоборот (*they will not go somewhere*);
- неверное использование притяжательного падежа (*peoples' health*)

К частотным лексическим ошибкам были отнесены:

- ограниченность словарного состава;
- отсутствие антонимов и синонимов (*Some people believe that modern teen are healthier nowadays, while others suppose that they are less healthy*);
- частый повтор одних и тех же слов (*I disagree with the opposing opinion of these people. I am convinced that many people...*);
- нарушение сочетаемости слов (*to share decision together*);
- некорректное контекстное употребление слов (*present young people..., there are a lot of high-quality food...*);
- неправильное употребление предлогов во фразовых глаголах (*they take care about..., ...to look out in the dictionary*);
- ошибки в словообразовании, если при этом не происходит замена части речи (*uncharge-discharge, illegal-unlegal*);
- ошибки в написании слов, которые меняют их значение (*feel-fell-fill; then-than*);
- использование местоимения *he* в обобщённом значении (*If a teenager goes to a countryside, he can...*).

К типичным орфографическим ошибкам, выявленным в ходе проверки задания 40, в основном были отнесены замены гласных букв, например: *desiese* вместо *disease*, *belive* вместо *believe*, *Coleseum* вместо *Coliseum*. При замене согласных наиболее частотным случаем являлось использование буквы *c* на месте *s*: *conserved* вместо *concerned*, *exersise* вместо *exercise*.

Пунктуационные ошибки, связанные с пропуском запятой, возникают в основном при выделении вводных слов и словосочетаний, отделении придаточной части предложения от главной:

In addition there is not much time...

If you were born in the USSR you exactly ate...

Нередко можно увидеть, напротив, использование лишней запятой перед придаточным предложением, начинающимся с *because*, которое содержит важную поясняющую информацию. Например:

Despite my respect for this opinion, I cannot share it, because I believe that scientists and countries are trying to solve this problem.

Отмечены также случаи отсутствия запятой перед словом *too* в конце предложения: *... such lifestyle has negative impact on health too.*

3. Заключение [Conclusion]

Анализ данных, приведённых в настоящей статье, показал, что на сегодняшний день навыки письменной речи являются наиболее сложными для освоения учащимися выпускных классов. В ходе единого государственного экзамена по иностранному языку ребята демонстрируют не очень высокий уровень языковой компетенции, особенно сильно это проявляется в неумении правильно интерпретировать и решать коммуникативную задачу письменных заданий 39 и 40. В связи с этим на занятиях по иностранному языку необходимо уделять большое внимание подготовке данных разделов

письменной части ЕГЭ. Повторять и закреплять нужно не только лексический и грамматический материал, но и обязательно проводить регулярную работу по выработке и совершенствованию навыков решения коммуникативных задач и организации письменных текстов в частях «Личное письмо» и «Моё мнение» ЕГЭ по иностранному языку.

В связи с тем, что правила языкового оформления письменных заданий по ЕГЭ (грамматика, лексика, пунктуация и орфография) отрабатываются в учебном процессе в ходе выполнения текущих устных и письменных заданий, особое внимание при подготовке учащихся к сдаче итогового экзамена по иностранному языку должно уделяться развитию коммуникативных навыков. При работе с личным письмом учащимся необходимо систематически выполнять задания по формулированию вопросов к предложенному стимулу. Работа с развёрнутым высказыванием «Моё мнение» на первом этапе должна включать в себя анализ различных тем эссе, предполагающий поиск в них ключевых слов и формулирования на их основе введения, правильное написание которого обеспечит логичное и коммуникативно корректное дальнейшее повествование. На последующих этапах обучающиеся должны научиться грамотной и обоснованной аргументации полярно противоположных точек зрения. Для этого можно применять упражнения, в которых необходимо согласиться или не согласиться с одним из предложенных утверждений и доказать свою точку зрения, подкрепив её реальными примерами. Другими видами заданий для выработки навыков аргументации могут служить дебаты и дискуссии, направленные не только на развитие навыков письменной, но и устной речи. Залогом успеха в подготовке к сдаче письменной части ЕГЭ по иностранному языку является систематичность, последовательность и многократность выполнения единообразных типов заданий.

Библиографический список

- Вербицкая, Миндрул, 2015 – Вербицкая М. В., Миндрул О. С. Английский язык : практический справочник для подготовки ЕГЭ: 10–11 классы. М. : АСТ : Астрель, 2015. 285 с.
- Вербицкая и др., 2020 – Вербицкая М. В., Махмурян К.С., Трешина И. В. Методические рекомендации для учителей, подготовленные на основе анализа типичных ошибок участников ЕГЭ 2020 года по иностранным языкам // Педагогические измерения. 2020. № 4. С. 3–34.
- Веселова, 2011 – Веселова Ю. С. Тематический тренажёр по английскому языку. Письмо. (Готовимся к ЕГЭ). М. : Интеллект-Центр, 2011. 88 с.
- Костюк, Боголюбова, 2012 – Костюк Е. В., Боголюбова Е. В. Типичные ошибки в ЕГЭ и как их избежать : пособие для учащихся старших классов. Обнинск : Титул, 2012. 80 с.
- Ягудена, 2016 – Ягудена А. Английский язык в формате ЕГЭ. Письмо. 2-е изд. Ростов н/Д : Феникс, 2016. 95 с.

References

- Verbitskaya, M. V. (2015). *Angliyskiy yazyk [The English language]: A practical guide for preparing the Unified State Exam: Grades 10–11*. Moscow : Astrel Press.
- Verbitskaya, M. V., Makhmuryan, K. S., Treshina, I. V. (2020). *Metodicheskiye rekomendatsii dlya uchiteley, podgotovlennyye na osnove analiza tipichnykh oshibok uchastnikov YEGE 2020 goda po inostrannym yazykam [Methodological recommendations for teachers, prepared on the basis of an analysis of the typical mistakes of the 2020 USE participants in foreign languages]. Pedagogicheskiye izmereniya [Educational measurements]*, 4, 3–34.
- Veselova, Yu. S. (2011). *Tematicheskiy trenazhor po angliyskomu yazyku. Pis'mo. (Gotovimsya k YEGE) [Thematic trainer in English. Writing]*. Moscow : Intellekt-Tsentr Press.
- Kostyuk, Ye. V., Bogolyubova, Ye. V. (2012). *Tipichnyye oshibki v YEGE i kak ikh izbezhat'.* 2012 [Common mistakes in the exam and how to avoid them]: A coursebook for high school pupils. Obninsk : Titul Press.
- Yagudena, A. (2016). *Angliyskiy yazyk v formate YEGE. Pis'mo [English in the Unified State Exam format. Writing]*. Rostov n/D : Feniks Press.

Караваяева Вероника Георгиевна
Московский городской педагогический университет
г. Москва, Российская Федерация
karavaeva.vg@yandex.ru

Методы организации заданий для чтения в системе Moodle

Аннотация

Проблемы дистанционного обучения поставлены во главу угла многими отечественными и зарубежными авторами, что обусловлено современной социальной ситуацией. Одни говорят о его достоинствах, другие – о недостатках, но вполне очевидно, что дистанционный и смешанный формат уже не отдаленное будущее, а реальность, в которой очень важно понимать, как найти баланс между количеством и качеством заданий, перенести традиционные упражнения в интерактивный формат, организовать взаимодействие со студентами будучи на расстоянии. В статье рассматривается система Moodle как одна из наиболее распространённых систем дистанционного обучения, описывается способ создания интерактивного текста для чтения *Image hotspots* на основе плагина H5P. Даются рекомендации по организации интерактивного текста для чтения, включению видео / аудио / изображений / ссылок / разного рода заданий в интерактивный текст для чтения. Описан авторский опыт дистанционного и смешанного обучения студентов ESP с использованием интерактивных текстов.

Ключевые слова: Moodle, H5P, Image hotspot, интерактивный текст для чтения, ESP

© Караваяева В. Г. 2021

Для цитирования: Караваяева В. Г. Методы организации заданий для чтения в системе Moodle // Proc. of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement" / S. V. Androsova (Ed.). Blagoveshchensk: Amur State University Press, 2021. P. 41–50. https://doi.org/10.22250/LsLt.2021.41_50

Veronika G. Karavaeva
Moscow City University
Moscow, Russian Federaton
karavaeva.vg@yandex.ru

Methods of organizing reading tasks in Moodle

Abstract

Due to the modern social situation, problems of distance and blended learning are crucial for many Russian and foreign scientists. There are both advantages and disadvantages, but it is quite obvious that distant and blended learning are no longer a fantastic future but a reality when it is very important to understand and find the balance between the number of tasks and their types, the way traditional exercises can be transformed into interactive, the patterns of effective interaction with students. The Moodle is regarded as one of the most common distance learning systems in the article. Method of interactive text for reading creating *Image hotspots* based on the H5P plugin is discussed. The ways to include and use video / audio / images / links / various kinds of tasks in interactive text for reading are described. The author's experience of distance and blended teaching of ESP students is described.

Keywords: Moodle, H5P, Image hotspot, interactive reading task, ESP

© Karavaeva V. G. 2021

For citation: Karavaeva, V. G. (2021). Metody organizatsii zadaniy dlya chteniya v sisteme Moodle [Methods of organizing reading tasks in Moodle]. In S. V. Androsova (Ed.), *Proceedings of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement"* (pp. 41–50). Blagoveshchensk: Amur State University Press. https://doi.org/10.22250/LsLt.2021.41_50

1. Введение [Introduction]

Проблема дистанционного обучения волнует исследователей по всему миру. Проведённое аналитическое исследование, касающееся проблем дистанционного, смешанного и онлайн обучения, позволило выявить основные проблемы, связанные с новым форматом обучения: отсутствие развитой инфраструктуры, низкий уровень ИТ навыков, проблемы самоорганизации, проблемы содержания и качества материалов курса, проблемы связанные с политикой дистанционного формата обучения и социальными вопросами [Koi-Akrofi, 2001 ; Kaur, 2013]. С ними сталкиваются многие преподаватели не только за рубежом, но и в нашей стране. Особое внимание в рамках данного исследования хочется обратить на качество образовательного контента в курсах для смешанного и дистанционного обучения, от которого напрямую зависит мотивированность студента, вероятно, выступающая одним из важнейших факторов успешности обучения [Williams, 2011, p. 1], стремления освоить курс самостоятельно, желания уделить время изучаемой дисциплине. Понятие качества образовательного контента включает в себя несколько ключевых аспектов: формат, содержание, оформление, стиль подачи [Ivanović et al., 2018]. Несмотря на то, что вопрос создания качественного образовательного контента для курсов смешанного и дистанционного обучения широко обсуждается педагогами и специалистами в области технологий [Сороковых и др., 2013], вопрос трансформации традиционных упражнений в интерактивные изучен не до конца и требует дальнейшей дискуссии [Караваева, 2021 а].

Наиболее доступный для российских вузов инструмент для создания дистанционных курсов и интерактивного контента – система образовательного менеджмента Moodle, которая позволяет на высоком уровне реализовать указанные выше аспекты. Одним из наиболее значительных преимуществ LMS Moodle по результатам экспериментального исследования была названа её возможность общения и взаимодействия между учениками и между учениками и учителем, возможность поддержки учеников во время дистанционного обучения и организации самостоятельной работы. Другой положительной стороной в рамках смешанного и гибридного обучения является возможность выйти за рамки учебника, выложить дополнительные материалы, ссылки, видео, полезные интернет-страницы и ресурсы, которые нет возможности обсудить на занятии в связи с ограниченностью по времени. К положительным моментам преподаватели относят также возможность хранить работы студентов и оценки в одном месте, иметь доступ к ним в любое время и проконсультировать учащегося, если появится такая необходимость. Нужно отметить и то, что система Moodle предлагает широкие возможности организации тестирования и оценки знаний, имеет гибкие настройки, которые подойдут как для первичной отработки нового материала, так и для контроля. При правильно организованной совместной работе учащихся и учителя (Форум, Вики, Семинар, Тезаурус) система Moodle может выполнять роль образовательной соцсети [Alzoшeби, 2014].

Что касается вопроса преобразования традиционных упражнений в интерактивные, то все в значительной степени зависит от того, какие именно упражнения имеются в виду [Караваева, 2021 б]. Часть упражнений, например, на заполнение пропусков ре-

лизуется стандартными тестовыми вопросами системы Moodle (вписать ответы в пропуски, перетаскивание слов в текст) (подробнее об организации заданий в системе Moodle см. [Караваяева, Андросова, 2020]). Однако до сих пор нет достаточного количества рекомендаций о способах создания интерактивных текстовых заданий в системе Moodle, что делает данное исследование актуальным.

Необходимость преобразования статичного текста в интерактивный формат не подвергается сомнению и вытекает непосредственно из самой специфики обучения чтению. В данной ситуации речь идёт не об обучении фонетическим аспектам (хотя они в какой-то степени также затрагиваются), а об обучении функциональному чтению [Бим, 1988 ; Зимняя, 1991; Гальскова, 2006 ; Пассов 2010]. Чтению с целью поиска информации в тексте, способности понимать информацию, интерпретировать её, критически осмысливать и использовать для своих, например, научных, исследовательских, личных целей. В такой ситуации актуально рассматривать не только чтение сплошного текста (статьи), но и чтение таблиц, графиков, осмысление которых также требует определённых навыков.

Вопрос создания интерактивных текстов обсуждается давно. Уже реализовано несколько проектов по созданию интерактивных книг классической литературы, например, проект «Живые страницы», который связан с творчеством Л. Н. Толстого и его романами «Война и мир», «Анна Каренина» [Живые страницы, 2013–2021]. Эффективность таких проектов доказана, мобильное приложение рекомендовано для использования педагогами при подготовке к занятиям по творчеству писателя и использованию дополнительных материалов приложения непосредственно на занятиях [Гирманова, 2020 ; Проект «Живые страницы», 2008–2021]. Активное участие в проектах принимали специалисты в области информационных технологий. Эти проекты имеют широкий охват аудитории и получили положительные отзывы. При оценке качества образовательных курсов специалисты выделяют много факторов, среди которых немаловажным является наличие интерактивных элементов в курсе и их значительное преобладание над статичными [Alves et al., 2013]. Данный фактор указывает на необходимость переработки традиционных текстов (статей, таблиц, графиков, диаграмм) в интерактивный формат.

Безусловно, не каждый преподаватель имеет возможность вникнуть в тонкости такой трудоёмкой работы или обратиться к помощи ИТ специалиста при создании курса для смешанного обучения студентов. В помощь преподавателю сегодня существуют разнообразные ресурсы позволяющие создать интерактивные тексты более простого формата, подходящие для повседневной работы со студентами, которые могут быть включены в курс, созданный на базе платформы LMS Moodle. К таким средствам можно отнести сервисы по созданию интерактивных заданий Bookwidgets [Bookwidgets, 2021] и H5P [H5P, 2021].

Целью данного проекта было создание интерактивных текстов для чтения в системе Moodle для студентов, обучающихся по специальности «Дизайн» и «Юриспруденция», изучающих первый год ESP. К основным задачам можно отнести повышение мотивации студентов, создание более привлекательного курса, снятие трудностей поиска и перевода специализированной лексики, создание возможности критического осмысления информации в тексте и обсуждение текста во время чтения с одногруппниками и преподавателем.

2. Эксперимент [Experiment]

2.1. Материал и методика исследования [Material and methods]

Проект по включению интерактивных текстов для чтения в курс обучения иностранному языку проводился с сентября 2020 по май 2021 на базе платформы LMS

Moodle с интегрированным плагином H5P. Апробация проводилась на дистанционных курсах по ESP в сфере юриспруденции и дизайна для студентов факультета среднего профессионального образования Амурского государственного университета, первый год изучающих специализированный английский.

В качестве экспериментальной площадки был выбран курс по ESP, поскольку освоение узкоспециализированной лексики всегда вызывает сложности даже у студентов продвинутого уровня (C1, C2) и она требует особого внимания и проработки. Группы студентов СПО (2 год обучения), отобранные для эксперимента, были сформированы на базе выпускников 9 класса, которые в течение первого года обучения изучали английский язык по общей программе (уровень B1¹). Учащиеся испытывали значительные трудности при изучении сложной лексики, не всегда могли найти соответствующий перевод и, как следствие, правильно интерпретировать текст. Данная проблема была ожидаема, ведь для перевода и понимания такого рода текстов требуются специализированные словари, которые не всегда есть в электронном виде и свободном доступе², а также языковой опыт, которого на уровне B1 может быть недостаточно. Особого внимания заслуживает и произношение специализированных терминов, которое найти зачастую ещё сложнее, чем перевод и дефиницию специализированных терминов, поскольку в словарях может быть дана лишь транскрипция, которой, к сожалению, владеют далеко не все студенты.

Интерактивные тексты создавались при помощи плагина H5P и доступных в нём инструментов: *Image hotspots* (см. пример задания на рис. 1), *Finding hot spots*, *Mark the words*. Опишем возможности и предназначение одного из них (наиболее функционального) подробнее.

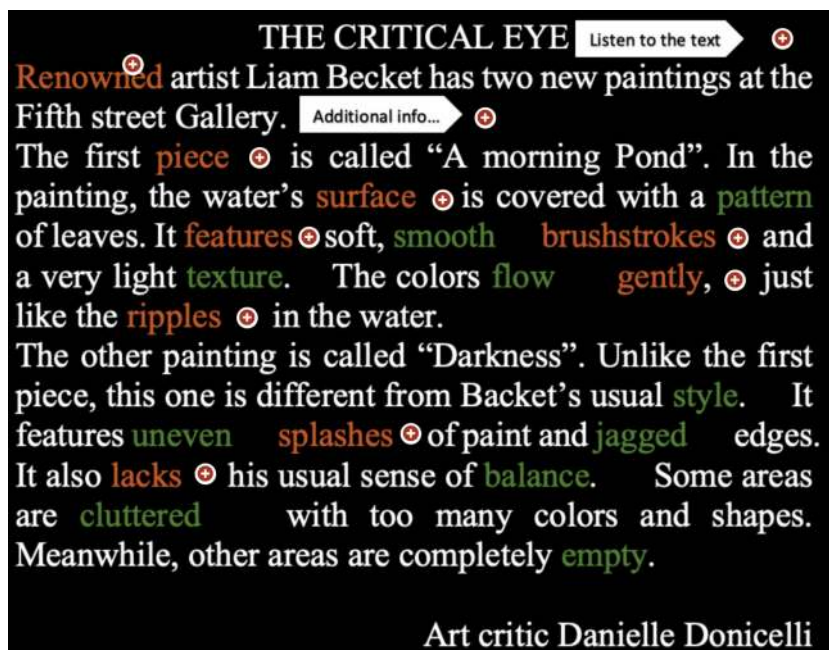
2.1 Image hotspots предварительная подготовка [Image hotspots materials preparation]

Данный элемент H5P позволяет работать только с изображением, поэтому требуется предварительная подготовка. Необходимо заранее набрать текст в текстовом редакторе, оставив небольшие пропуски в тех местах, где планируются «горячие точки» (интерактивные кнопки). Если необходимо, заливкой, цветом или стилем шрифта отметить необходимые слова, выбрать фон и т. д. Когда работа с текстом завершена, и он полностью готов можно сделать снимок экрана и, таким образом, получить необходимое изображение. Если требуется работа с текстом большого объёма, рекомендуется разделить его на несколько смысловых частей и работать с каждой частью отдельно.

Заранее следует продумать дополнительный материал, который будет включен в интерактивный текст для чтения. Это могут быть ссылки на интернет-ресурсы, картинки, таблицы (представленные в виде картинки), аудио или видео файлы (в формате mp4, webm, ogv, Vimeo Pro, ссылки на ресурсы You Tube, Panopto links). При создании интерактивных текстов можно подготовить аудио запись к тексту или к отдельным словам, также удобно включить в текст синонимы, антонимы, дефиниции, коллокации, идиомы к отдельным словам, требующим особого внимания. Интересным решением могут оказаться ссылки на интерактивные задания к тексту, не только тестовые задания, но и лексические карточки Quizlet или проектное групповое задание на базе платформы Miro, викторина Kahoot! Образец интерактивного текста представлен на рисунке 3.

¹ Языковой уровень был измерен перед началом занятий при помощи Placement Test, предлагаемого учебником Speakout для измерения уровня владения языком по международной шкале CEFR.

² К словарям свободного доступа обладающим специализированной лексикой можно отнести Multitran.



Р и с у н о к 1. Интерактивный текст для чтения³
[F i g u r e 1. Interactive text for reading]

2.2. Создание элемента *Image hotspots* [Creating Image hotspots]

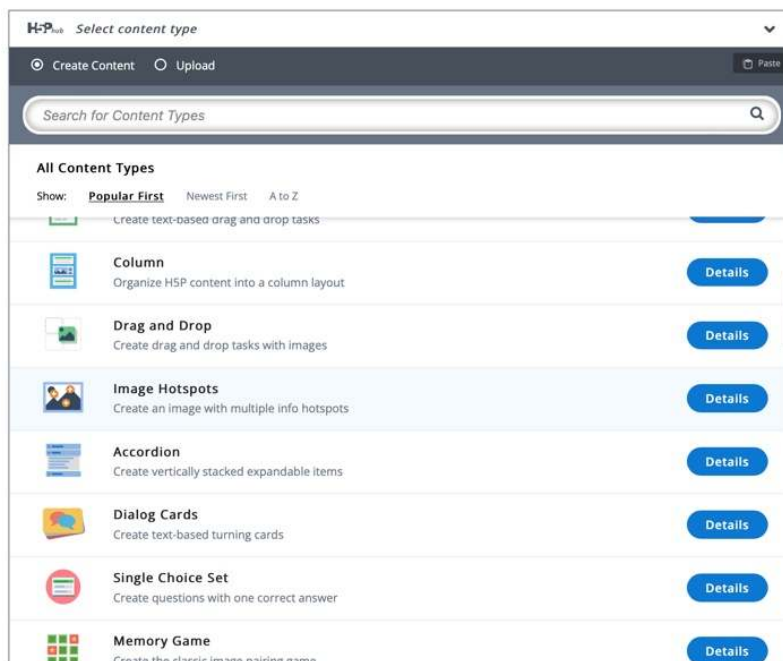
Создать данный элемент можно двумя способами. В первом речь идёт о добавлении в тему курса нового элемента H5P, если данный плагин установлен на платформу. Если плагин не установлен на платформу можно воспользоваться самим сервисом H5P. Создание *Image hotspots* в обоих случаях происходит по одной схеме. Существенное отличие заключается в том, что все функции H5P при использовании через LMS Moodle будут бесплатными, поскольку созданный контент и ответы студентов хранятся на сервере Moodle. Когда контент создаётся на сайте самого сервиса H5P, требуется оплачивать услугу хранения созданного контента и попыток прохождения. Цена может отличаться в зависимости от количества заданий и студентов, с которыми планирует работать преподаватель. Разработчик предлагает воспользоваться пробной «безлимитной» версией платформы в течение 30 дней.

Чтобы приступить к созданию интерактивного текста, необходимо выбрать элемент *Image hotspots* из списка предложенных (рис. 2). В предложенном редакторе элемента последовательно заполняем поля и делаем необходимые настройки (рис. 3).

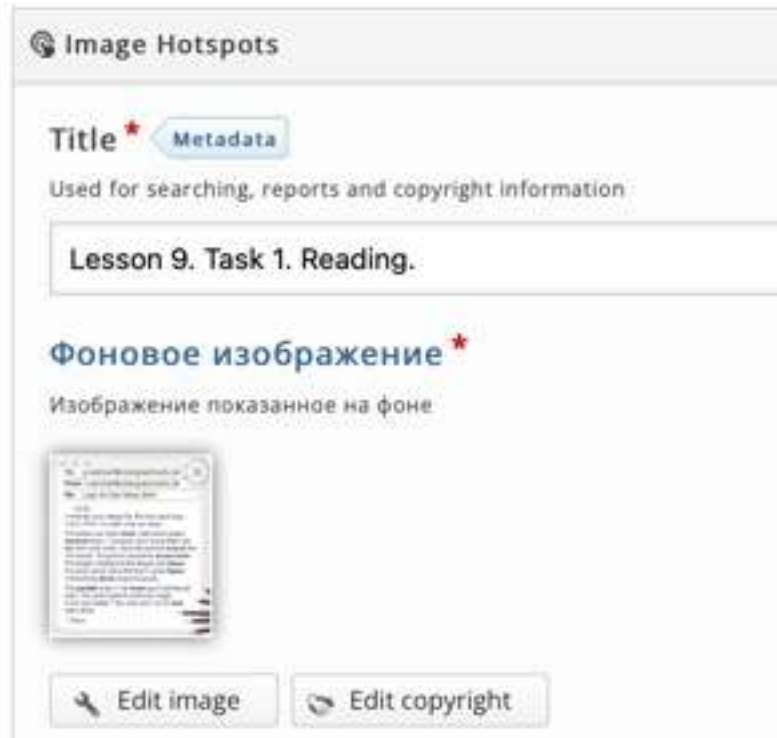
В поле *title* вводим название элемента, например *Text for reading*, загружаем заранее подготовленное фото текста на сайт при помощи опции *Background image*. Здесь же есть возможность указать сведения об авторском праве. Опции *Hotspot Icon* и *Hotspot Color* позволяют выбрать цвет и вид активной кнопки. Это может быть просительный или восклицательный знак, смайлик, плюс, минус и некоторые другие варианты. Когда цвет и стиль кнопки выбраны можно перейти к работе с содержимым, которое будет предьявляться по нажатию на кнопку. Опция *Create hotspot* позволит добавить различные виды контента, о которых было сказано выше. Каждая *Hotspot* имеет *Header* (заголовок), который может быть обозначен в зависимости от контента, например *Vocabulary Entry / Interesting Fact*; *Hotspot Position* (расположение), требуется указать место, где появится активная кнопка (места-пропуски в тек-

³ При создании упражнения были использованы материалы из учебника Evans V., Dooley J., Rogers H. P. Career Paths. Art and Design. Book 1. UK : Express Publishing, 2013. 39 p.

сте, которые были подготовлены заранее); *Popur Content* (сам контент) – гиперссылка, видео, аудио, картинка, текст.



Р и с у н о к 2. Создание элемента Image hotspots
[F i g u r e 2. C r e a t i n g I m a g e h o t s p o t s]



Р и с у н о к 3. Работа с редактором
[F i g u r e 3. E d i t i n g f u n c t i o n]

Когда необходимые настройки сделаны и контент загружен, необходимо нажать кнопку *Add Hotspot*, чтобы сохранить созданную активную кнопку. Затем нажать *Save*,

чтобы сохранить изменения и сделать предварительный просмотр. Количество кнопок для создания не ограничено.

3. Результаты и дискуссия [Results and discussion]

В годовой курс обучения, рассчитанный на 36 аудиторных занятий, было включено 13 интерактивных текстов для чтения. Курсы ESP преподавались на основе учебников серии Career Path⁴. Перед прочтением текста студентом предлагалось поработать с дотекстовыми заданиями. Ответить на два-три вопроса с использованием доски Migo – общего пространства группы или стандартного элемента Moodle *Форум* где каждый участник мог поделиться своими идеями, сравнить свои ответы с ответами одноклассников, оставить свои комментарии. После этого по инструкции предлагалось перейти к заданию *Интерактивный текст для чтения*.

В процессе чтения студентам предлагалось воспользоваться материалом, включенным в интерактивные точки, который был достаточно разнообразным. В каждый текст была включена аудио запись, где текст читает носитель языка. Профессиональная лексика была отмечена заливкой, по нажатию на интерактивную кнопку обучающимся предлагалась словарная справка, которая включала в себя аудио файл с произношением, дефиницию, синонимичные слова и фразы, антонимы (там, где было возможно). По мере необходимости давались перевод и информация о сочетаемости с другими словами. В случаях, когда требовалась историческая, культурная или профессиональная справка, в текст включались ссылки на дополнительные статьи и видео материалы, соответствующие языковому уровню студентов. Анализу подвергались и грамматические структуры, употребляемые в тексте. Давались грамматическая справка и необходимые пояснения.

В текст включались ссылки на интерактивные задания, заранее созданные на основе текста при помощи платформы Learningapps / Wordwall / Quizlet, Kahoot! Например, по ходу чтения текста предлагалось 1) ответить на один-два тестовых вопроса по содержанию текста, 2) заполнить пропуски в предложении на основе слов, только что встретившихся в тексте, 3) сопоставить несколько слов и их дефиниции, 4) сопоставить синонимы / антонимы / коллокации и др.

После прочтения текста студентам предлагалось систематизировать полученные знания при помощи составления схемы текста – графической репрезентации с ключевым понятием в центре. Такая форма совместной работы позволяла обучающимся систематизировать, обобщить полученные знания, воспользоваться дополнительными материалами по теме. Так, например, если в тексте говорилось о стиле, которым написана картина, студент мог привести примеры других картин, написанных в том же стиле, что уже обеспечивало не только изучение языка, но и развитие в профессиональном плане. Предложенные варианты могли вызывать профессиональную дискуссию среди студентов на иностранном языке и служить почвой для мини-проектов.

3. Заключение [Conclusion]

После прохождения курса студенты заполнили форму обратной связи. По результатам опроса абсолютное большинство студентов положительно отзываются о работе с интерактивными текстами, поскольку с ними можно работать как с компьютера, так и с мобильных устройств. Все ссылки на материалы к тексту собраны в самом тексте, чтобы найти информацию о лексике, вопросы для рассуждения, ссылки на дополнительные ресурсы и совместную работу группы, нужно войти в задание и обратиться к

⁴ Учебник для студентов отделения дизайна: Evans V., Dooley J., Rogers H. P. Career Paths. Art and Design. Book 1. UK : Express Publishing, 2013. 39 p. Учебник для студентов юридического направления: Evans V., Dooley J., Smith D. J. Career Paths. Law. Book 1. UK : Express Publishing, 2011. 39 p.

тексту. Незначительное количество отрицательных отзывов было связано с плохим интернет-соединением. В процессе работы могли происходить сбои, в связи с чем результаты ответов могли быть утеряны.

Эффективность такой организации текстового пространства заключается в том, что студент видит новые лексические единицы, новые грамматические структуры, профессиональный материал не изолировано, а в определённом контексте. Повторное обращение к материалам, предполагает повторное обращение к тексту, что способствует лучшему запоминанию информации.

Заключительный этап работы с текстом (составление схемы-кластера) позволяет реализовать функциональный подход к чтению – понимание через деятельность, критическое осмысление прочитанного, возможный выход в проектную работу, которая способствует развитию не только профессиональной коммуникативной компетенции, но и собственно профессиональной компетенции. Такой подход является современным и позволяет превратить статичные бумажные тексты в интерактивные интересные для взаимодействия упражнения, что особенно актуально на сегодняшний день. Это позволяет повысить мотивацию при обучении, взаимодействовать с одноклассниками и преподавателем в формате дистанционного и смешанного обучения.

Библиографический список

- Бим, 1988 – Бим И. Л. Теория и практика обучения немецкому языку в средней школе: Проблемы и перспективы. М. : Просвещение, 1988. 254 с.
- Гальскова, Гез, 2006 – Гальскова Н. Д., Гез Н. И. Теория обучения иностранным языкам. Лингводидактика и методика : учеб. пособие. 3-е изд., стер. М. : Издательский центр «Академия», 2006. 336 с.
- Гимранова, 2020 – Гимранова Ю. А. Мобильное приложение «живые страницы» как средство подготовки студентов филологического факультета к организации урока литературы // Вестник ЮУрГПУ. 2020. № 4 (157). С. 82–97.
- Живые страницы, 2021 – Живые страницы. Мобильное приложение. URL: <http://tolstoy.ru/projects/Живые%20страницы/> (дата обращения : 15.05.2021).
- Зимняя, 1991 – Зимняя И. А. Психология обучения иностранным языкам в школе. М. : Просвещение, 1991. 222 с.
- Караваева, Андросова, 2020 – Караваева В. Г., Андросова С. В. Особенности организации обучения иностранному языку в дистанционном формате на базе платформы MOODLE // Гуманитарные исследования. Педагогика и психология. 2020. № 3. С. 57–71.
- Караваева, 2021 а – Караваева В. Г. Стратегии трансформации традиционных упражнений в интерактивный формат // Инновационная наука. 2021. № 12 (1). С. 90–92.
- Караваева, 2021 б – Караваева В. Г. Создание интерактивного образовательного контента и его использование на дистанционных занятиях по иностранному языку // Материалы междунар. науч.-практ. конф. «Языковое образование в современном цифровом пространстве: подходы, технологии, перспективы» 11–12 ноября 2021. В печати.
- Проект «Живые страницы», 2021 – Проект «Живые страницы» в помощь учителю литературы // Образовательный портал Санкт-Петербурга. URL : <https://obrazovan.ru/viewnews/437/> (дата обращения : 10.05.2021).
- Пассов, Кузовлева, 2010 – Пассов Е. И., Кузовлева Н. Е. Урок иностранного языка. Ростов-на-Дону : Глосса-Пресс, 2010. 640 с.
- Сороковых и др. 2013 – Интерактивные технологии в иноязычном образовании: исследование стратегий и опыта применения / Г. В. Сороковых, Х. Х. Каппушева, Н. И. Герасимова, Е. А. Олейникова, И. П. Короткова, Е. А. Баранова, И. А. Наджафов. М. : Перспектива. 2013. 172 с.
- Alves et al., 2013 – Impact of different Moodle course designs on students / G. R. Alves, M. C. Viegas, M. A. Marques, M. C. Costa-Lobo, A. A. Silva, F. Formanski, J. B. Silva // International Journal of Engineering Pedagogy. Special Issue: IGIP2012. 2013. Vol. 3. P. 18–22.

- Alzouuebi, Sallam, 2014 – Alzouuebi K., Sallam N. Teacher perceptions of the use of Moodle to enhance the quality of teaching and learning in a K-12 Private School in the United Arab Emrates // J. Tea. Tea. Edu. 2. 2014. N. 2, P. 93–101.
- Bookwidgets, 2021 – Bookwidgets. URL : <https://www.bookwidgets.com> (дата обращения : 20.05.2021).
- H5P, 2021 – H5P. Create, Share and Reuse Interactive HTML 5 Content in your Browser. URL : <https://h5p.org> (дата обращения : 20.05.2021).
- Ivanović M. et al., 2018 – Usability and quality parameters for E-learning Environments and systems / M. Ivanović, A. Klačina Milicević, M. Ganzha, A. Badić, M. Paprzycki, C. Badić // SQAMIA 2018. Proc. of the 7th workshop on Software quality analysis, monitoring, improvement, and applications. Novi Sad, Serbia, August 27–30, 2018. Vol 2217.
- Kaur, 2013 – Kaur M. Blended learning – its challenges and future // Procedia – social and behavioral sciences. 2013. N 93. P. 612–616.
- Koi-Akrofi et al., 2020 – Koi-Akrofi G. Y., Owusu-Oware E., Tanye H. Challenges of distant, blended, and online learning: A literature based approach // International journal of integrating technology in education. 2020. Vol. 9. N 4. P. 27–39.
- Williams, Williams 2011 – Williams K., Williams C. Five key ingredients for improving student motivation // Research in Higher Education Journal. 2011. Vol 12. P. 1–23.

References

- Bim, I. L. (1988). *Teoriya i praktika obucheniya nemetskomu yazyku v sredney shkole: Problemy i perspektivy* [Theory and Practice of Teaching German in Secondary School: Problems and Prospects]. Moscow : Prosveshchenie Press. (In Russ.).
- Gal'skova, N. D., Gez, N. I. (2006). *Teoriya obucheniya inostrannym yazykam. Lingvodidaktika i metodika* [Theory of teaching foreign languages. Linguodidactics and methodology] : A coursebook. Moscow : Akademiya Press. (In Russ.).
- Gimranova, Yu. A. (2020). Mobil'noe prilozhenie “zhivye stranitsy” kak sredstvo podgotovki studentov filologicheskogo fakul'teta k organizatsii uroka literatury [Mobile application “live pages” as a means of preparing students of philology faculty for organizing literature lessons]. *Vestnik YuUrGGPU* [Herald SurSHPU], 4 (157), 82–97. (In Russ.).
- Zhivye stranitsy (2021). Zhivye stranitsy. Mobil'noe prilozhenie [Live pages. Mobile app]. Retrieved May 15, 2021 from <<http://tolstoy.ru/projects/Zhivye%20stranitsy/>>. (In Russ.).
- Zimnyaya, I. A. (1991). *Psikhologiya obucheniya inostrannym yazykam v shkole* [Psychology of teaching foreign languages at school]. Moscow : Prosveshchenie Press. (In Russ.).
- Karavaeva, V. G., Androsova, S. V. (2020). Osobennosti organizatsii obucheniya inostrannomu yazyku v distantsionnom formate na baze platformy MOODLE [Foreign language teaching patterns in distant format using Moodle platform: Lexical skills]. *Gumanitarnye issledovaniya. Pedagogika i psikhologiya* [Humanitarian studies. Pedagogy and Psychology], 3, 57–71. (In Russ.).
- Karavaeva, V. G. (2021 a). Strategii transformatsii traditsionnykh uprazhneniy v interaktivnyy format [Strategies of transforming traditional exercises into interactive]. *Innovatsionnaya nauka* [Innovation Science], 12 (1), 90–92. (In Russ.).
- Karavaeva, V. G. (2021 b). Sozdanie interaktivnogo obrazovatel'nogo kontenta i ego ispol'zovanie na distantsionnykh zanyatiyakh po inostrannomu yazyku [Interactive educational content development and its use in on-line teaching of foreign languages]. *Materialy mezhdunarodnoy nauchno-prakticheskoy konferentsii “Yazykovo obrazovanie v sovremennom tsifrovom prostranstve: podkhody, tekhnologii, perspektivy” 11–12 noyabrya 2021* [International Scientific-Practical Conference Proc. “Language education in the modern digital space: Approaches, technologies, prospects” November 11–12, 2021]. In Press. (In Russ.).
- Proekt “Zhivye stranitsy” (2021). Proekt “Zhivye stranitsy” v pomoshch' uchitelyu literatury [Project “Living Pages” to help the teacher of literature]. *Obrazovatel'nyy portal Sankt-Peterburga* [Educational portal of St Petersburg]. Retrieved May 10, 2021 from <<https://obrazovan.ru/viewnews/437/>>. (In Russ.).

- Passov, E. I., Kuzovleva, N. E. (2010). *Urok inostrannogo yazyka* [Foreign language lesson]. Rostov-na-Donu : Glossa-Press. (In Russ.).
- Sorokovykh, G. V., Kappusheva, Kh. Kh., Gerasimova, N. I., Oleynikova, E. A., Korotkova, I. P., Baranova, E. A., Nadzhafov, I. A. (2013). *Interaktivnye tekhnologii v inoyazychnom obrazovanii: issledovanie strategiy i opyta primeneniya* [Interactive technologies in foreign language teaching: Strategies and experience]. Moscow : Perspektiva Press. (In Russ.).
- Alves, G. R., Viegas, M. C., Marques, M. A., Costa-Lobo, M. C., Silva, A. A., Formanski, F., Silva, J. B. (2013). Impact of different Moodle course designs on students. *International Journal of Engineering Pedagogy. Special Issue: IGIP2012* (Vol. 3, pp. 18–22).
- Alzouuebi, K., Sallam, N. (2014). Teacher perceptions of the use of Moodle to enhance the quality of teaching and learning in a K-12 Private School in the United Arab Emrates. *J. Tea. Tea. Edu.* 2 (2), 93–101.
- Bookwidgets (2021). Retrieved May 20, 2021 from <<https://www.bookwidgets.com>>.
- H5P (2021). Create, Share and Reuse Interactive HTML 5 Content in your Browser. Retrieved May 5, 2021 from <<https://h5p.org>>.
- Ivanović, M., Klašnja Milicević, A., Ganzha, M., Bădică, A., Paprzycki, M., Bădică, C. (2018). Usability and quality parameters for E-learning Environments and systems. *SQAMIA 2018. Proc. of the 7th workshop on Software quality analysis, monitoring, improvement, and applications*. Novi Sad, Serbia, August 27–30. Vol 2217.
- Kaur, M. (2013). Blended learning – its challenges and future. *Procedia – social and behavioral sciences*, 93, 612–616.
- Koi-Akrofi, G. Y., Owusu-Oware, E., Tanye, H. (2020). Challenges of distant, blended, and online learning: A literature based approach. *International journal of integrating technology in education*, 9 (4), 27–39.
- Williams, K., Williams, C. (2011). Five key ingredients for improving student motivation. *Research in Higher Education Journal*, 12, 1–23.

Ekaterina K. Karavanova
Far Eastern State Transport University
Khabarovsk, Russian Federation
karavanova2003@mail.ru

Linguistic features of nature description in modernist fiction (Based on the interludes of the novel “The Waves” by V. Woolf)

Abstract

This paper considers the issues of fiction analysis and understanding in accordance with the principles developed in the works of L. V. Shcherba, V. V. Vinogradov, O. V. Akhmatova, M. M. Bakhtin. The aim is to study nature descriptions in the novel “The Waves” by V. Woolf, particularly, in 10 interludes incorporated into the novel. Among natural phenomena, the paper examines waves: the wave itself, the features of the water element, the attitude of various philosophical schools to this physical phenomenon, which was considered as the fundamental principle of our life. The analysis of the interludes in this novel gives an idea of the author's intention to describe the harmony and completeness of nature, contrasting it with the life of six people from their childhood to the end of their lives. The study identified various linguistic means that V. Woolf used in the interludes including verbs with different connotations, words containing the seme of color, prepositional constructions, epithets, metaphors, personification and similes that make the described natural phenomena and objects vivid and memorable and help reveal the author's intention.

Keywords: modernist fiction, text interpretation, phrases with compound and derivational compound adjectives, color epithet, prepositional constructions, simile, author's style

© Karavanova E. K. 2021

For citation: Karavanova, E. K. (2021). Linguistic features of nature description in modernist fiction (Based on the interludes of the novel “The Waves” by V. Woolf). In S. V. Androsova (Ed.), *Proceedings of the 13th Far Eastern English Language Teachers' Association International Conference “Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement”* (pp. 51–58). Blagoveshchensk: Amur State University Press. https://doi.org/10.22250/LsLt.2021.51_58

Караванова Екатерина Константиновна
Дальневосточный государственный университет путей сообщения
г. Хабаровск, Российская Федерация
karavanova2003@mail.ru

Лингвистические особенности описаний природы в модернистском художественном тексте (на материале интерлюдий в романе В. Вулф «Волны»)

Аннотация

В данной статье рассматриваются проблемы анализа и понимания художественного текста, которые были разработаны в трудах Л. В. Щербы, В. В. Виноградова, О. В. Ахмановой, М. М. Бахтина. В центре внимания находятся описания природы, представленные в 10 интерлюдиях романа Вирджинии Вулф «Волны». Из природных феноменов особое внимание уделяется самому феномену волны, особенностям водной стихии, отношению различных философских школ к этому физическому явлению, которое рассматривалось как первооснова всей жизни. Анализ интерлюдий в данном романе даёт представление

о замысле автора описать гармонию и полноту природы, противопоставляя её жизни шестерых персонажей с детства до конца жизни. В ходе исследования выявлены используемые В. Вульф лингвистические средства, такие как глаголы с различными коннотациями, слова содержащие цветовую семантику, развёрнутые предложные конструкции, эпитеты, метафоры, олицетворения и образные сравнения, которые делают описываемые явления природы и предметы яркими и запоминающимися, помогая раскрыть замысел автора.

Ключевые слова: модернистский художественный текст, интерпретация текста, словосочетания со сложными и сложно-производными прилагательными, цветовые эпитеты, предложные конструкции, образные сравнения, стиль автора

© Караванова Е. К. 2021

Для цитирования: Karavanova E. K. Linguistic features of nature description in modernist fiction (Based on the interludes of the novel “The Waves” by V. Woolf) // Proc. of the 13th Far Eastern English Language Teachers’ Association International Conference “Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement” / S. V. Androsova (Ed.). Blagoveshchensk: Amur State University Press, 2021. P. 32–40. https://doi.org/10.22250/LsLt.2021.32_40

1. Introduction

It should be noted that the description of nature in fiction is a fairly traditional compositional technique. The landscape can emphasize or convey the state of mind of the characters, while the inner state of a person can be the same or can contrast the life of nature. In addition, it can be a background for the depicted events or contain the author's assessment of what is happening. The landscape, which opens the story, introduces the reader into the artistic world of the work, creates a certain mood in the reader, and binds the story to a certain place and time, and appeals to our emotions. However, in the experimental novel of Virginia Woolf, a phenomenon of nature – waves – became a global metaphor that welcomes the reader before he/she opens it. That is why before dwelling upon the structure and content of the interludes, it is necessary to look more closely at the title of the novel – “The Waves”.

2. The title

Denotation of the word wave is connected with the physical essence of this natural phenomenon. According to popular definitions, fluctuations of the water surface on the sea or ocean, at certain intervals of time, are considered to be waves [Morskije volny, 2021]. Sea waves occur when particles of water and air are connected (adhered) to each other. Fluctuations in water occur only with physical impact. Sea waves can be likened to turbulent (pulsating) vibrations of the sea surface, which are very diverse.

The water in the world's oceans is in constant motion, which can be caused by disturbances of the ocean surface, ebbs and flows, sea currents. Among the main reasons for the movement of water are the wind, the attraction of the moon, the unequal density of water [Morskije volny, 2021].

Water, being a physical substance, has certain parameters. It covers 71% of the earth's surface. Most of the water on earth belongs to the World Ocean (97.54%). Water exists in a solid, liquid and gaseous state. Water was considered a single and indivisible substance until the end of the 18th century, when A. L. Lavoisier and P. Laplace studied the chemical composition of it [Lavoisier]. However, not only its physical parameters are an object of research. Western and Eastern philosophical schools paid attention to the special properties of water.

Water is one of the fundamental principles of life. The Milesian school in ancient philosophy, in particular Thales, considered it as the basis of existence, as a single physical principle [Neordinarnaya filosofiya miletskoy shkoly, 2021]. At one time, F. Nietzsche said that

Thales, for the first time in the history of philosophical thought, considered water as the material basis of all things and explained the understanding of the world on the basis of a single principle, although scientists have not decided on the fundamental principle yet [Steiner, 2021].

In the East, there is a Taoist philosophy of water, set forth in the ancient Chinese treatise “Tao Te Ching”. From the point of view of Eastern philosophers, the power of water is in its softness. They noted that water has tremendous power, but, meeting an obstacle in its path, it gently bends around it, without entering into conflict with it. If you pour liquid into a cup, it takes the form of a cup; if you pour it into a jug, it takes the form of a jug [Tao Te Ching, 2021].

The thoughts of Eastern philosophers about water echo the thoughts of some Western philosophers. In the 20th century, Alan Watts in his conversations associated a person with a whirlpool in a stream of water. According to A. Watts, water does not stop in a whirlpool, it constantly moves in it. Following this association, he believed that man is a dynamic, constantly changing system. He denied matter as such and believed that only energy exists in the universe, and man is an exclusively energetic phenomenon, which does not contradict the basic provisions of quantum physics [Watts, 1975].

It is the philosophy of water that is at the core of kung fu. Bruce Lee said that in kung fu you are very soft and flexible and adapt yourself to the enemy as much as possible. From his point of view, water is the softest and weakest substance in the world, but in overcoming something hard and strong it is invincible [Bud'te kak voda, 2021].

3. The interludes

In “The Waves”, there are 10 interludes with descriptions of nature that appear throughout the novel. They begin and end the novel, giving it a kind of circular structure, and they are intentionally made graphically different from the main text of the novel. Interludes reflect the movement of the sun across the firmament, conveying the movement of the birth and gradual fading of the day. They are perceived as a manifestation of symbolism in this modernist fiction sample, as semi-symbolic texts. Each interlude is a kind of impressionistic fresco, an example of landscape-symbolic painting that conveys an instant, momentary image of the world. V. Woolf conveys a special vision of the nature around us in its endless variability. Each interlude has its own specific tempo. They begin and end with waves crashing onto the shore. They are symbolic of the world infinity and the universal world order. It is possible in this connection to recall Sonnet 60 by William Shakespeare, “Like as the waves make towards the pebble” [Sonety Shekspira, 2021].

Against the background of this eternity, which a person cannot change, the lives of six people flow from childhood to ripe old age. The author contrasts the mobile harmony and beauty of nature with the fussy human life, full of contradictions being far from beauty and harmony. No character is shown by V. Woolf as an observer. People live their lives without understanding the beauty and harmony of the world around them. The two worlds exist in parallel, without echoing each other. People do not see anything except their problems, in which they are categorically mired. They don't have any natural balance, and they feel very little love for their neighbors, and egoistic selfishness flies like a flag.

“The Waves” is the seventh novel by V. Woolf. “The Waves” is my first book, written by my and only my style”, she said about this novel [Woolf, 2009]. In this novel, V. Woolf created her own approach to biography, different from that of her father Leslie Stephen who wrote biographies of great people. The biographies of the six characters in the novel convey their inner life, experiences, sensations, insights leading to the creation of individual personality.

In the interludes, such natural elements as waves, wind, sky, sun are presented. She also portrays a garden and a house on the seashore, birds and animals but very rarely we see people there.

From a linguistic point of view, the interludes contain verb forms that are clearly assigned to certain natural phenomena, there are also word combinations with color epithets and various attributes from simple to compound derivatives, prepositional phrases that can be quite variable in their structure, similes with “like”, “as”, “as if”. There are also cases in the text when all of the above language features are intertwined together in one sentence.

The choice of *v e r b s* in the interludes is truly remarkable. Thus, the verb *break* expresses the strength and power of the waves (energy and force). The waves do not just run onto the shore, they break on the sand, on the rocks, creating a powerful noise.

In the first interlude, when everything is in pitch darkness and nothing is visible, there is only a sound vibration that betrays the presence of the sea which is given through the verbs *break* and *sweep*.

In the last interlude, the inevitability of the end of life is conveyed when the last of the heroes, Bernard, leaves. The tragedy of what is happening is conveyed through the verb *break*: *The wave broke on the shore*. With this sentence the novel ends.

As the sun rises, the sea surface becomes *transparent, rippling* and *sparkling*, which give reflections of the rising sun. Also, the sea is described as *quivering, massed, crushed*. The sound of waves is perceived as something inevitable that cannot be changed by a person. This is an element that lives by its own laws and subordinates everything to itself.

The images of the sun, wind and sky are very vividly presented in the interludes. Each interlude begins with a description of the sun. In the first interlude, *the sun has not yet risen*. This is followed by a description of the pitch darkness before dawn.

V. Woolf uses the verb *rise* to mark the beginning of the day, and to indicate the middle of the day, the verb *burn* appears while for sunset and twilight the verb *sink* is applied: *rose high, rose, risen, had risen to its full height, burnt, gave heat, struck, had now sunk, the sun was sinking, the sun had sunk.... In the middle of the day the wind rose, before the tide a breeze rose*.

Considering verbs, it is necessary to say about the *a d v e r b s* that define them. In the fifth interlude, when the sun is described at its zenith, the verb *burn* is defined by the adverbs *uncompromising* and *undeniable*. The picture of the garden itself comes to life, when living things such as birds and insects appear in it. The appearance of birds is conveyed through the verb *sing* (*sang, had sung*), which is accompanied by adverbs: *erradically, spasmodically, together in chorus, shrill and sharp, passionate, stridently, emulously*. The adverb *emulously* next to the verb *sing* probably indicates that in the early morning the singing of birds is perceived as a kind of formality, and their direct duty is to wake up the whole surrounding nature. In the description of birds, verbs appear with the preposition *with*: *sang with passion, with rebemence*. Birds are perceived as something moving, piercing, colored by the bright rays of the sun.

There are verbs that carry an element of *c o l o r* in their meaning. Thus, when describing the effect of the sun on the surrounding nature, the verb *reddened* appears. The sun rays painted the fields around them with a bright red hue. The same verb appears in the description of a house, the furnishings colored red by the bright rays: *reddened the chair*. Next to it, a phrase appears with another verb of the same kind: *it browned the cabinet*. It is possible that the upholstery of the chair was red and the wardrobe was brown, and the rays of the sun intensified these colors and made them more expressive. Once in the shadows *the looking glass whitened*. However, once again hitting the strip of light, its frame became *rinned in a gold circle*. Also, color adjectives can be part of a compound nominal predicate (*touched something green, the blind hung red*) creating vivid images. The choice of verbs and verb forms with adjacent adverbs and color adjectives accurately convey the shades and features of natural phenomena as the author saw them.

In interludes, there are phrases that are quite diverse in their structure, from very simple to quite complex. The interludes contains clichéd word combinations: *the evening sun,*

hard rocks, hot stones, young corn, rocks black, lean mules. The word *transparent* refers to both the garden (foliage in the sun) and the waves in the sea.

Derivatives with negative prefixes often appear in interludes. At dawn, the sun is defined as *dim, unsubstantial*, at its zenith it is *undeniable, uncompromising*. At the end of the day, there is a feeling of *impenetrable darkness*. The sea is described as an *indistinguishable sea* in the first interlude, which begins with a pre-dawn description of nature, where the sky and the sea are perceived as one: *a dark, impenetrable entity*. Here everything merged, everything became one.

There are other derivatives that appear in the description of the sea, the sun and the house: *running streams, trembling sea, sunken roads, rippling sea, sparkling sea, quivering sea, messed sea, crushed sea*. More complex images are created by three to five compound phrases: *high slung bridge, flowing hay fields, the damp shreds and peelings, unseen and sunken roads*.

Also, in the description of nature, animals, birds, and the garden, there are word combinations with compound adjectives functioning as an attribute: *the round-headed clouds, sunken headed cattle, dry-beaked ruthless (birds), the damp-sported (kitchen), blunt-headed woods*. There are also phrases with compound nouns (N + N) and adjectives as an attribute: *the small bright apple leaves, deep strong river beds*.

Quite traditional colors are found in phrases with color epithets: *green waves, blue waves, green brunches, green jar*. The grass in the garden shines with glancing green, and the epithets *purple, gold, lilac, yellow* appear in the description of the garden. Birds screaming in the garden have bright eyes with a golden tint: *bright eyes, gold beads, the gold-eyed birds*.

A number of word combinations appear in narrow contexts, creating contrast. The sea throws the white bone on the shore, next to which the iron black boot appears. Trees in the sun look *fiery foxy red*, but trees in the shade appear black as iron. Descriptions of the house are replete with color epithets. There are blinds and curtains on the windows that change their color at different times of the day depending on how the sun falls on them. At the start of the day, we see a white blind and red edged curtains. In the reflection of the sunset, the blinds turn red: the blind hung red and only in the coming darkness do the blinds and curtains return to their usual color: *the red curtains and the white blinds*. When dusk is coming, everything seems gray and black: *dark grasses, the black cat, rocks black, black and gray (trees)*.

In three-term word combinations, one of the attributes may be a non-color epithet: *the chattering gray stones, the woolen gray sky, the pale blue sky, some brown tinge, yellow vine leaves, a whitened and hollow straw*.

A more voluminous image is created by compounds and derivational compounds. Earth and air become mirror images of each other: *gray-blue air, blue-gray dust*. Flowers delight with a variety of colors, they have green veins visible, and they seem very fragile: *the pink-tipped blossoms, green-veined quivering*. Towards sunset, the trees become like impenetrable dark green jungle: *stunted dark-green jungle trees, dark-green jungle trees*. Sea waves shimmer in the sun at the zenith of the day: *steel blue and diamond-tipped water, steeped deep-blue wave*. In one phrase with compound derivatives, women are described washing linen on the shore: *the long-breasted white-haired women*.

We can say that V. Woolf quite widely uses attributive word combinations, both with simple attributes and with compounds and derivational compounds. Particular attention is paid to color epithets, many of them are the elements in polynomial word combinations that enables to create vivid memorable images of the surrounding nature.

There are prepositional constructions, most often they take the prepositions *on, of, with, in, among*. Prepositional constructions can also be quite simple in structure: *murmur of air, waves of darkness, a zone of shadow, leaves of the tree, denser depth of darkness*. The most common prepositional constructions are found in the description of the sun and its merger with the surrounding objects. V. Woolf notes the sun's ability to enhance the color in surrounding objects: *exact measure of color, fire burnt on the rim of the horizon, shallow*

pools of light on the sand, a single darting spear of sunshine, bright discs in the sun, a single darting spear of sunshine.

Very often the house and the objects in it are perceived through the play of light and shadow: *broader blades upon the house*. The sun penetrates into the room: sharp wedges inside the room. The author describes only those objects on which the rays of the sun fall. Everything else remains in the shadows: *the sun sharpened the walls of the house, daggers of light fell upon chairs and tables, sharp-edged wedges of light, (on the windows) sports of burning fire*. We see white walls between the dark windows, the outlines of some items: *cups with curved handles, the bulge of a great bowl, the crisscross pattern in the rug*.

At dusk, the house looks like one solid, incredible shadow: *sharp stripes of shadow, (the curtain) flocks of shadow in many pleated folds, darkness in mounds of unmolded shape, vast curtain of shaking darkness, denser depth of darkness*. In the garden everything that is in the grass, close to the ground, is in the shade and it is perceived as the fuzzy outlines of blurry things: *the bloated sides of swollen things*. The sun rays are visible in the garden: *(flowers) bright discs in the sun, the same wave of light*. In the third interlude, a dew drop appears, which reflects the whole house: *the raindrop with a whole house bent in it*.

Prepositional constructions are used in describing birds: *beautiful in their new plumage, the broken tremor of their wings*.

The day plunges into twilight and the words *shadow* and *darkness* appear: *the showery darkness of elm trees, the tremendous weight of the shadowed earth, waves of darkness, denser depth of darkness*.

At sunset, the mountains acquire a simply mystical description, which is created, among other things, by prepositional constructions: *solidity of the hills, the folded wings of the hills, fretted and abraded pinnacles of the mountains*. V. Woolf describes the inevitability of the approaching twilight, she conveys this feeling through the construction with the preposition *of*: *the tremendous weight of the shadowed earth*. The land receding into the twilight seems incredibly huge and heavy.

Prepositional constructions with color epithets are especially expressive: *table cloth with fire gold wires, bars of yellow*.

Before the sun came out in the morning, the sky was gray, the dawn made it blue and the sky was beautifully colored: *a million of atoms of soft blue; a blue finger-print of shadow; bars of white, green and yellow*.

At the beginning of the day, before the sun has risen yet, the flowers are perceived as *a light of flowing purple*. On a bright morning, the roots of the grass that are in the shade are described as *dark tunnels of purple shade*. The currants near the wall are dotted with bright red berries: *cascades of polished red*.

The straw lying in the nest fell into the dark grasses among the rotten apples. Towards evening (in the seventh interlude) a silvery shade appears and the sea begins to resemble “a gray fabric”: *a wall of gray stone with a black line upon the beach*. V. Woolf describes the objects that washed up on the shore by the wave: *black rim of twigs*.

In the pre-dawn scene and at nightfall, white foam is clearly visible lying on the sand: *a thin veil of white water across the sand, white fans far out over the shore*.

The author shows residential buildings: *the trail of pink-and-white card houses*. For the garden and the house green and emerald colors are very characteristic: *something green in the window corner, a lump of emerald, a cave of pure green*. “A green pitcher” appears when describing a house in the early morning. It is reflected in the window and takes on an emerald hue. It reappears at dusk, when a ray of sun catches it before plunging the house into the darkness of the night.

When describing the waves and the sea, the *personification* is used. In the third interlude, so positive and bright, the sun glare on the water, appearing and disappearing,

it is associated with a dancing girl. The girl is adorned with bright, iridescent precious stones. Topaz and aquamarine shine with fiery reflections.

“The girl ... made all the jewels, the topaz, the aquamarine, the water-colored jewels with sparks of fire in them dance now ...”

In interludes, *s i m i l e s* often create very interesting images: *muffled thuds like logs falling on the shore, gleam blue as steel, the waves like the thud of a great beast stamping, waves silver like gray cloth*. Similes are used both to enhance color epithets and to convey the sound vibrations that create the noise of waves crashing against the shore. The sunrise is compared to a woman whose hand raised a bright lamp: *as if the arm of a woman had risen a lamp*.

There are also similes in the description of the garden. The garden is compared to a solar mosaic: *flowers and leaves shimmer in the sun like sparks that appear in different parts of the garden*. A sudden streak of light in the garden is compared to a fin in a lake: *as if a fin cut the green glass of a lake*. Trees are compared to a horse's short-cropped mane: *the woods which bristled on their flanks were like the curt, clipped mane on the neck of a horse*.

V. Woolf provides a fairly detailed description of hills and mountains: *hills smoothed into slabs as with the back of a spade had a light in them, as if a warder, deep within, went from chamber to chamber carrying a green lamp*.

In the morning in a sleeping house, when the sun appears, everything seems soft and fluid: *everything became softly amorphous, as if the china of the plate flowed and the steel of the knife were liquid*. Similes create poetic images: *a plate like a white lake, a knife like a dagger of ice*. When describing the situation at noon, a completely mystical image appears which arises when the sun and shadow combine: *the tables and chairs rose to the surface as if they had been sunk under the water and rose, filmed with red, orange, purple like the broom on the skin of ripe fruit*.

Incredible metamorphosis occurs with other objects as well. Under the influence of the sun, a piece of brick suddenly shimmers in different colors and seems very soft: *grain of the brick was silver pointed, purple, fiery as if soft to touch*. In the last interlude, the mirror looks like a moth that has flown into the house. The moth and the mirror become the same shade: *the looking-glass was pale as the mouth*.

A syntactic repetition appears in the text with the same *as if*: *they sang as if the edge of being were sharpened and must cut, must split the softness of the blue-green light*. The singing of birds is compared to the edge of being. In this context, a contradiction arises between the verb *must*, which expresses obligation and unbending determination, and the abstract noun *softness*. The double simile with *as if* conveys the manner in which the birds sing: *they paused in their song as if glutted with sound, as if the fullness of midday had gorged them*. They were captured by this day and the feeling of the beauty of nature.

Closer to the sunset of the day, the birds do not sing, since only the sunrise caused their joy. In the penultimate interlude, V. Woolf describes the cry of a bird seeking some lonelier tree. We can say that the image of birds receives a certain logical development in interludes. From birds, carelessly singing with happiness after the rising sun and then swarming around the kitchen, to individual representatives at the end of the day, and from the noun *song* to the noun *cry* in the description of a lonely bird looking for a tree in the twilight to sleep in.

In addition to birds, V. Woolf notices other inhabitants of the garden. The snail image is created by simile with *like*, which is based on the opposition: *a snail shell like a gray cathedral*. A small insignificant thing in nature, which is a snail shell, is compared to a cathedral, which usually has a rather impressive structure in the human world. It is possible that this contrast suggests that everything that is created by nature is perfection and is striking in its completeness.

We may say that the movement of waves running on and leaving the shore was perceived by V. Woolf as the movement of life. They have sound, color, energy, incredible tenacity and consistency.

At the beginning of the novel, water and air exist as a single and indivisible whole, immersed in darkness. The darkness leaves with the rising of the sun, when everything changes and the two elements begin to exist independently of each other. The time axis of the story is connected with the movement of the sun. Time is transmitted indirectly, through various tense forms of the verb. The sun itself is also described indirectly through its impact on surrounding objects. At the zenith, objects acquire a bright, fiery color, and at sunset they are painted with golden hues in its last rays. The sun, like a theatrical projector, snatches out of the darkness objects that come to life under its rays and from static, lifeless things they turn into something mobile, with constantly changing outlines. The picture is complemented by a country house with a garden by the sea, which in the Victorian era was a symbol of the well-being and prosperity of the family.

4. Conclusion

This paper aimed to study nature descriptions in 10 interludes of V. Woolf's novel "The Waves" with the focus on linguistic means including lexical, grammatical and stylistic patterns. First, it was found that the whole novel is a global metaphor from title to content. V. Woolf compared our life to waves that with inescapable constancy break on the shore. Secondly, the study showed that the interludes present the most vivid images of nature: waves, sun, sky, garden with a house, birds. They are incorporated into the novel structure as independent literary works creating a contrast to the rest of the novel. Another finding was about the most frequently used linguistic means that included various verb forms, words containing the meaning of color (verbs, adjectives), expanded prepositional constructions, expanded similes, word combinations with several adjectives expressed by compounds or derivational compounds. Finally, it was discovered that the tropes including epithets, metaphors, similes, personification create colorful images: a riot of colors, harmony of nature, the highest manifestation of the intensity of life and mobile balance. These results show that V. Woolf created her own remarkable style that strikes the reader with vividness of images and a wide range of linguistic means to express them.

References

- Morskije volny [Sea waves]. *Tayny prirody* [The mystery of nature]: site. Retrieved June 25, 2021 from <<https://tainaprirody.ru/gidrosfera/morskije-volny>>. (In Russ.).
- Lavoisier: biografiya, eksperimenty i vklad [Lavoisier: biography, experiments and contributions]. Warbletoncouncil. Retrieved from <<https://ru1.warbletoncouncil.org/aportaciones-de-lavoisier-11691>> (In Russ.).
- Neordinarnaya filosofiya miletskoy shkoly [The extraordinary philosophy of the Milesian school]. *Garmonichnoe razvitie lichnosti* [Harmony of personal development]. Retrieved June 25, 2021 from <<https://mystroimmir.ru/filosofiya/miletskaya-shkola.html>>. (In Russ.).
- Steiner, R. *The personality of Friedrich Nietzsche: Memorial speech*. Retrieved June 25, 2021 from <<https://fil.wikireading.ru/58046>>.
- Tao Te Ching [The book of the Way and Virtue]. Translated from Chinese into Russian. Retrieved June 25, 2021 from <<http://tao-te-ching.ru/>>.
- Watts, A. W. (1975). *Tao. The watercourse way*. Pantheon Books. Retrieved June 25, 2021 from <https://www.koob.ru/watts/dao_put_vodi>.
- Bud'te kak voda. Uchenie i pravila Bryusa Li [Be like water. The teachings and rules of Bruce Lee]. *Interesnaya zhizn'* [An interesting life]. Retrieved June 27, 2021 from <<https://intelifu.ru/ucheniya/drugie-ucheniya-i-praktiki/item/244-budte-kak-voda-pravila-i-printsipy-bryusa-li>>.
- Sonety Sheskspira na russkom i angliyskom yazykakh [Sonnets by William Shakespeare in Russian and English]. *Mir knig na angliyskom yazyke* [The world of books in English]. Retrieved June 27, 2021 from <http://engshop.ru/sonety-shekspir-na_anglieskom>.
- Wolf, V. (2009). *Diary of a writer / translated from English by L. I. Volodarskaya*. Moscow : Book Center of the VGBIL named after M. I. Rudomino.

Nataliia B. Kozhina
Far Eastern Federal University
Vladivostok, Russian Federation
nataliakozhina45@mail.ru, kozhina.nb@dvfu.ru

Linguistic landscape of Vladivostok through English names of city objects

Abstract

The paper presents the results of the research carried out in the field of urban linguistics, which is a rapidly expanding academic area nowadays. The study of linguistic landscape is one of the popular approaches within this field. Being a relatively new approach, the study 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 of written information available on language signs in a specific area. The paper analyses the functioning of English in the linguistic landscape of a modern Russian city, sea port Vladivostok, with the focus on English names of cafes, restaurants, bars, etc., and provides the data on structural patterns of the names. The findings reveal major current tendencies in the processes of giving English names to the food service companies in Vladivostok.

Keywords: urban linguistics, linguistic landscape, city names, structure, semantics

© Kozhina N. B. 2021

For citation: Kozhina, N. B. (2021). Linguistic landscape of Vladivostok through English names of city objects. In S. V. Androsova (Ed.), *Proceedings of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement"* (pp. 59–65). Blagoveshchensk: Amur State University Press. https://doi.org/10.22250/LsLt.2021.59_65

Кожина Наталия Борисовна
Дальневосточный федеральный университет
г. Владивосток, Российская Федерация
nataliakozhina45@mail.ru, kozhina.nb@dvfu.ru

Лингвистический ландшафт Владивостока через призму английских названий городских объектов

Аннотация

В докладе представлены результаты исследования, проведённого в русле урболингвистики – научного направления, быстро развивающегося в последнее время. Изучение лингвистического ландшафта является одним из популярных подходов в рамках этого направления. Будучи относительно новым подходом, исследование лингвистического ландшафта изучает язык в среде, слова и изображения, демонстрируемые или представленные в общественных местах на данной территории. Иными словами, этот подход изучает языки в контексте, обращая особое внимание на письменную информацию, представленную языковыми знаками на определённой территории. В докладе анализируется функционирование английского языка в лингвистическом ландшафте современного российского города, морского порта Владивостока. Особое внимание уделяется письменной информации, представленной на вывесках в городе, а именно, названиям кафе, ресторанов, баров и тому подобных заведений, сделанных с использованием средств английского языка. В докладе представлена информация об особенностях структуры и семантики городских номинаций. Полученные выводы выявляют ключевые тенденции в процессах англоязычной номинации предприятий общественного питания во Владивостоке.

Ключевые слова: урболингвистика, лингвистический ландшафт, городские номинации, структура, семантика

© Кожина Н. Б. 2021

Для цитирования: Kozhina N. B. Linguistic landscape of Vladivostok through English names of city objects // Proc. of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement" / S. V. Androsova (Ed.). Blagoveshchensk: Amur State University Press, 2021. P. 59–65. https://doi.org/10.22250/LsLt.2021.59_65

1. Introduction

There have been a considerable number of scientific research in the area of linguistic landscape of different territories so far. According to A. V. Kirilina, analysis of linguistic landscape is a perspective interdisciplinary method reflecting modern, post non-classical, cognitive attitudes and allowing to explore a language in a dynamic synchrony [Kirilina, 2013, p. 164]. A similar idea was produced by the Russian scholars M. V. Kitaygorodskaya and N. N. Rozanova who described linguistic landscape studies as a new interdisciplinary method of a language research in the era of globalization [Kitaygorodskaya, Rozanova, 2010].

The term "Linguistic Landscape" was originally used by R. Landry and R. Y. Bourhis. According to their definition, "The language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration. The linguistic landscape of a territory can serve two basic functions: an informational function and a symbolic function" [Landry, Bourhis, 1997, p. 25].

Since then the linguistic landscapes of different territories such as Ljouwert and Donostia-San-Sebastian [Cenoz, Gorter, 2006], Tokyo [Backhaus, 2007], Rome [Barni, Bagna, 2010], Vienna [Soukup, 2016], Cherepovets [Chirsheva, Letitskaya, 2017], Orenburg [Lasitsa, 2015], Chelyabinsk [Dvinina, Pitina, 2019], etc. have been studied. Being a «visual language component of the city environment» [Rivlina, 2014, p. 110], linguistic landscape forms an important part of the information support of urban life.

This paper considers some salient features of Vladivostok linguistic landscape and, by this, contributes into covering the gaps in the semantic and structural processes concerning Russian city names building patterns, particularly, the English-language ones. Besides, this study contributes into obtaining data on linguistic landscapes of Russian frontier cities with their specific regional materials that have not been thoroughly studied in detail yet. Ultimately, this study adds to intensive development of urban linguistics and increasing research interest in complex processes of forming linguistic landscapes of Russian cities in the period of globalization and unprecedented spread of English. From this angle, another focus of this article is the phenomenon of "mass Russian-English bilingualism" [Rivlina, 2014, p. 114] within a large-scale transformation of Russian culture.

Vladivostok is the largest port city in the Far East of Russia and an attractive source of linguistic studies because it appears to be a "place of language contact" [Backhaus, 2007, p. 1]. English, Spanish, Italian, Japanese, Chinese, Korean are extensively used both in oral and written city language. Being a lingua franca, English acts there as a tool of "economic, technical and informational globalization" [Bhatia, Ritchie, 2013, p. 556]. As a consequence, a huge amount of Vladivostok objects have English-language names, and this was a strong motivation for the current study. Therefore, the aim was to identify the structural processes of creating English-language city names, and to describe the main functions they perform in Vladivostok linguistic landscape.

2. Experiment

2.1 Methodology and Material Description

Linguistic landscape of Vladivostok can be represented by various units – names of streets, squares, shops, offices, organizations, etc. However, ergonyms seem to be very demonstrative in terms of Russian-English language contact in the city because a large number of them are used in English. The most popular definition of ergonym was given by N. V. Podolskaya in the “Dictionary of Russian Onomastic Terminology”. According to this definition, ergonyms are proper names of companies of different functional profiles: business associations (scientific, educational, industrial companies), commercial companies (agencies, banks, shops, firms), cultural objects (cinemas, clubs, theatres, entertainment facilities, parks), sports facilities (complexes, stadiums). Ergonyms are units of the linguistic space of the city [Podolskaya, 1988, p. 166].

One of the most representative groups of Vladivostok ergonyms is a group of names for food service facilities such as restaurants, cafes, bars etc., and this fact motivated the choice of the object for this research. So, this paper is going to look into structural processes of creating English-language ergonyms using names of foodservice facilities as examples. The research tasks, thus, are (i) to reveal the proportion of English-language ergonyms in the linguistic landscape of Vladivostok, (ii) to analyze their structural patterns and to define their main functions.

The research material was collected using continuous sampling method. The corpus of ergonyms was obtained from the popular Internet platform – major official source of information in Vladivostok VL.RU (<https://www.vl.ru/vlru>). It includes 912 ergonyms – total amount of names of cafes, bars and restaurants represented in different languages in Vladivostok with 364 English-language names, which is 39.9 % of the entire sample.

2.2. Results

The identified ergonyms were divided into four groups according to their structure: 1-component, 2-component, 3-component, 4- and more- component ergonyms:

- 1-component ergonyms – 116 units (about 32% of the total amount);
- 2-component ergonyms – 196 units (54%);
- 3-component ergonyms – 46 units (12%);
- 4- and more-component ergonyms – 6 units (2%).

As the obtains data show, there is a clear tendency to use 1- and 2-component names of foodservice companies (32% + 54% = 86% of the total number) while the number of multi-component names is only about 14%. These results can be explained by the peculiarities of human perception and memory capabilities – memorizing long names that sound or are written in a foreign language seems to be quite a difficult task for an ordinary consumer. Below, the analysis of the found ergonyms is presented.

2.2.1. One-component ergonyms

Among 116 1-component ergonyms, there were 109 nouns (94%), e.g., *Bricks, Craft, Chicago, Kitchen, Laundry, Rave, Soul, Whiskers, Wings*, etc.; 4 adjectives, e.g., *Crispy, Helsy (Healthy) Lucky, Pacific*; 2 verbs, e.g., *Enjoy, Relax* and 1 numeral – *First*.

According to word-building patterns of 1-component ergonyms, non-derivative ones amount to 68 units (58%), e.g., *Aubergine, Crown, Cuckoo, Lobster, Sound, Sherwood*, etc., whereas 1-component derivative ergonyms make up 48 units (42%). The main ways of 1-component ergonyms derivation in the material are compounding – 38% (out of total amount of 1-component units), abbreviation – 3% and suffixation – 1%.

Compounding

Group 1. Compounds formed by the combination of two full words.

a) The most productive model was Noun + Noun – 29 names written as one word without or with a hyphen, e.g., *Moonshine*, *CoffeeMachine*, *Rollpark*, *Snowfly*, *China-Dream*, *Prima-Pizza*, *Tokyo-Home*, etc.

b) Adjective + Noun – 3 units, e.g., *Goodfood*, *Truefood*, *Yummy-Food*.

c) Pronoun + Noun – 1 unit, e.g., *YourTime*.

d) Verb + Adjective – 1 unit, e.g., *Eatclean*.

e) Occasional nominations – 4 Units, e.g., *Coffee101*, *Coffeein*, *Eat4you*, *Coffee2go*.

Group 2. Compounds formed by a combination of a part of a word and a full word – 6 units, e.g., *Aeroclub*=*aero-*+*club*, *Biofood*=*biological*+*food*, *Maxfood*=*maximum*+*food*, *Olimpfood*=*olimpic*+*food*, *FoodXpress*=*food*+*express*, *SiamResto*=*Siam*+*Restaurant*. There seems to be a current trend to use a basic element *food* as a part of 1-component ergonyms, though it is probably not accidental for the names denoting foodservice facilities. So, here we can speak about the development of a special word-formation model (part of a word + food or vice versa), characteristic for ergonyms of this type. The word element *pizza* appears to be acquiring the same potential, e.g., *Tiger-Pizza*, *Prima-Pizza*.

Group 3. Abbreviations. There were 3 units in the material: *B&D* (*Burgers and Dumplings*), *BnB* (*Bill'n'Bar*), *KFC* (*Kentucky Fried Chicken*).

Group 4. Suffixation. Only one ergonym was found with this building pattern – *Selfie*.

Speaking about the occasional patterns of creating ergonyms, the following examples can be mentioned: *Eat4you* (Verb + Number + Pronoun) and *Coffee2go* (Noun + Number + Verb). The whole phrases are encoded in these names formed by the combinations of verbs and nouns with numbers as homophones of prepositions and particles. It becomes apparent that the language of modern social nets and short messages is gradually penetrating the city written speech.

Such name as *Helsy* in the meaning of 'healthy' is of some interest too. It seems that trying to create a unique name and attract people's attention, the owners of this cafe deliberately changed standard spelling of the word.

2.2.2. Two-component ergonyms

There were 196 units of this type in the material. Six models (patterns) with repeated occurrences were identified:

Model 1 (dominant) is “Noun in the Nominative Case + Noun in the Nominative Case” – 128 units (65%): *Beer Town*, *Coffee Road*, *Smile Waffle*, *Cheese Stories*, *Cafe Ocean*, etc.

Model 2 is “Noun in the Possessive Case” + “Noun in the Nominative Case” – 6 units (3%): *Bey's House*, *Billy's Pub*, *Chef's Story*, *Djudge's Mood*, *Papa's Chilla*, *Traveller's Coffee*.

Model 3 is “Adjective + Noun” – 37 units (18%): *Crazy Cat*, *Happy Chicken*, *French Kiss*, *Magic Coffee*, *Hungry Birds*, etc.

Model 4 is “Abbreviation + Noun” – 3 units (2%): *DAB Bar* (*Drinks&Burgers Bar*), *BRGR Project* (*Burger Project*), *BSB Catering* (*Butter Smile Blues Catering*).

Model 5 is “The + Noun” – 8 units (4%): *The Burger's*, *The Cloud*, *The Grid*, *The Kurils*, *The Marine*, *The Most*, *The Times*.

Model 6 is “Noun + Numeral” or vice versa – 5 units (3%): *Room 407*, *Route 60*, *Street 41*, *One Dumpling*, *Five O'Clock*.

Other models (single occurrences) – 9 units (5%): “Noun + Preposition”, e.g., *Coffee In*, “Phrasal Verb”, e.g., *Wake Up*, “Interjection + Noun”, e.g., *Hi Dude*;

“Abbreviation + Abbreviation” – *DRAM BBQ* (*Drink&Meal Barbeque*).

As can be seen from the above distribution, the main word-building pattern for 2-component ergonyms is Noun + Noun, which confirms the statement that nouns are “most nominative” parts of speech, they give a language unique opportunities to convey the content of actions, states, characteristics, properties and so on [Kromer, 2009, p. 76 ; Ovsyannikova, 2016, p. 17].

2.2.3. Three- and more-component ergonyms

There were 46 three-component ergonyms in the material accounting for 12% out of the total number of ergonyms. There are two dominant models among them: “Noun + Noun + Noun” (38% of 3-component units), e.g., *Aleut Pizza House*, *Coffee Love Story*, *Gin Tonic Bar*, *Harlem Wedding Bar*, etc., and “Noun + Preposition + Noun” (24%), e.g., *Gallery & More*, *Games of Thrones*, *Food and Coffee*, etc. Other models, such as “Adjective + Noun + Noun”, e.g., *Black Star Coffee*, “Noun + Adjective + Noun”, e.g., *Trinity Irish Pub*, “Pronoun + Adjective + Noun”, e.g., *Your Tasty Coffee* were few. There were only 6 units of 4- and more-component ergonyms: *Lounge Café Bar LeeMan*, *Chinese Food for You*, *Salon Karaoke DJ Bar*, *Kill Fish Discount Bar*, *New York Hot Dog*, *The Brother Bar & Grill*.

Considering general structural patterns of 3- and more-component ergonyms, it was noticed that such ergonyms often contain so called reference terms – *bar*, *cafe*, *pub*, *pizza*, *food*, *coffee*, *grill*, etc. These terms are obviously used to give some additional information about the type of the place and, respectively, about the range and quality of service that people can get there.

2.3. Discussion

Several observations can be made based on the obtained results. First, one- and two-component ergonyms (312 units) obviously dominate multi-component ones (52 units) as bright, short and funny names seem to be easier to recognize and memorize. Second, the most popular structural models of ergonyms in Vladivostok are two-component (Noun+Noun) – 123 units and one- component (Noun) types – 109 units. Such results can be explained by some Vladivostok peculiarities, particularly, the tendency to economize city space and, correspondingly, to use most informative parts of speech – nouns – in city written signs.

Third, such occasional names as *Eat4you*, *Coffee2go* demonstrate not only creativity of the nominators but also gradual invasion of the modern Internet and short message language in a city written speech. In addition, they show the transition from neutral style of the ergonym towards its pragmatic orientation. The use of abbreviations and shortened words as parts of ergonyms demonstrates the nominative strategy of increasing information capacity of these city names (*Biofood* - biological food; *DRAM* – Drinks and Meal).

Finally, though the proportion of multi-component ergonyms is quite small (14%), they seem to have high communicative potential (e.g. addressing the customer directly in *Your Asian Food*).

The results clearly demonstrate the functional features of the English-language ergonyms in Vladivostok linguistic landscape. The two main functions are apparently informational and symbolic as in *Pizza House*, *Food and Coffee*, *Dance House*, *Game of Thrones*, etc. The symbolic function seems to be of great importance. A large number of English-language ergonyms in Vladivostok reflects the status of the language, which creates positive associations with high quality, innovations, technical progress, prestige, etc. in people's minds. The data received confirm the idea stated by A. A. Rivlina that Russian linguocultural community has become a part of the global English-speaking world, and the use of English symbolizes forming the additional global identity among Russian people

[Rivlina, 2014, p. 114]. Another important function of ergonyms is an advertising one, which is not surprising considering the primary purpose of ergonyms to attract consumers – *Good Food, Nice Food, Magic Burger, Food King*, etc. These can be called high-level functions. Besides, English-language ergonyms perform a number of so called “low level cosmetic effects” [Bhatia, Ritchie, 2013, p. 570] or functions:

- Axiological – *Coffee Love Story; Coffee Charm; China Dream;*
- Attractive – *Your Tasty Coffee; Oh, my Crab!; Hello Sweetie Slim;*
- Creative – *Eat4you; Coffee2go; Djudge's Mood;*
- Decorative – *Coffee PARKing; SkyFood;*
- Ludic and others – *Tea Funny, Way Cup, Coffeain.*

3. Conclusion

In this paper, 364 ergonyms being English or having English components were selected and investigated. It turned out that more than a half of the collected ergonyms were multi-component names accounting for 68% compared to 32% of one-component names. The major word-building pattern for both one- and multi-components names was compounding while other patterns, like abbreviation and suffixation, were occasional. They perform a variety of high-level and low-level functions having one common – to attract multinational customer.

This study showed that the structural processes of creating city names in Vladivostok linguistic landscape are complex and varied. The emergence of a considerable number of English-language names, especially among ergonyms (39.9% out of the total number of names of the foodservice facilities in Vladivostok), leads to the conclusion that such language units become an integral feature of the city. It means they play the key role in the linguocultural transformation of the city linguistic landscape towards the global bilingualism (local language + English) and the development of the new language competence of city residents.

References

- Kirilina, A. I. (2013). Opisanie lingvisticheskogo landshafta kak novyy metod opisaniya yazyka v epokhu globalizatsii [The description of the linguistic landscape as a new method of language description in the age of globalization]. *Vestnik TvGU. Filologiya* [Vestnik TvGU. Series: Philology], 5 (24), 159–167. (In Russ.).
- Kitaygorodskaya, M. V., Rozanova, N. N., (2010). *Yazykovoe sushchestvovanie sovremennogo gorozhanina: na materiale yazyka Moskvy* [Language existence of a modern city dweller: Based on Moscow language material]. Moscow : Yazyki slavyanskoy kul'tury Press. (In Russ.).
- Kromer, E. V. (2009). Osnovnye tendentsii russkoy razgovornoy rechi: sinkretizm i raschlenennost' [Basic tendencies of Russian informal speech: Syncretism and ruggedness]. *Vestnik Ivanovskogo gosudarstvennogo universiteta. Ser. "Gumanitarnye nauki"* [Ivanovo State University Bulletin. Series “The Humanities”], 3, 74–82. (In Russ.).
- Lasitsa, L. A. (2015). Yazykovye i strukturnye osobennosti inoyazychnyh ergonimov goroda Orenburga [Linguistic and structural features of foreign language ergonyms of Orenburg]. *Vestnik Orenburgskogo gosudarstvennogo universiteta* [Vestnik of the Orenburg State University], 186 (11), 95–100. (In Russ.).
- Ovsyannikova, K. V. (2016). *Osobennosti nominatsii predpriyatij obshchestvennogo pitaniya (na primere kommercheskikh nazvaniy g. Voronezha i g. Moskvy)* [Features of foodservice facilities nominations (Based on examples of Voronezh and Moscow commercial names)]. Author's abstract of PhD in Philological sci. diss. Voronezh : Voronezh State University. (In Russ.).
- Podol'skaya, N. V. (1988). *Slovar' russkoy onomasticheskoy terminologii* [Dictionary of Russian onomastic terminology]. Moscow : Nauka Press. (In Russ.).
- Rivlina, A. A. (2014). Vzaimodeystvie angliyskogo i russkogo yazykov v lingvisticheskom peyzazhe sovremennogo rossiyskogo goroda [English-Russian interaction in modern Russian linguistic

- landscape]. *Sotsial'nye i gumanitarnye nauki na Dal'nem Vostoke* [The Humanities and Social Studies in the Far East], 42 (2), 110–115. (In Russ.).
- Chirsheva, G. N. Letitskaya, E. O. (2017). Inoyazychnye edinitsy v ergonimakh g. Cherepovtsa [Foreign language units in ergonyms of the town Cherepovets]. *Sotsial'nye i gumanitarnye nauki na Dal'nem Vostoke* [The Humanities and Social Studies in the Far East], 1 (14), 111–117. (In Russ.).
- Backhaus, P. (2007). *Linguistic landscapes: A comparative study of urban multilingualism in Tokyo*. Clevedon : Multilingual Matters.
- Barni, M., Bagna, C. (2010). Linguistic Landscape and Language Vitality. *Linguistic Landscape in the City* (pp. 1–18). Clevedon : Multilingual Matters. <https://doi.org/10.21832/9781847692993-003>
- Bhatia, T. K., Ritchie, W. C. (2013). Bilingualism and Multilingualism in the Global Media and Advertising. In T. K. Bhatia, W. C. Ritchie (Eds.), *The Handbook of Bilingualism and Multilingualism*, 2nd Edition (pp. 565–597). Malden and Oxford : Blachwell.
- Cenoz, J., Gorter, D. (2006). Linguistic Landscape and Minority Languages. *International Journal of Multilingualism*, 3 (1), 67–80.
- Dvinina, S., Pitina, S. (2019). Language Culture of a City in Cyberspace. *SHS Web of Conferences. The conference proc.* (Vol. 69, p. 00032). <https://doi.org/10.1051/shsconf/20196900032>
- Landry, R., Bourhis, R.Y. (1997). Linguistic Landscape and Ethnolinguistic Vitality: An Empirical Study. *Journal of Language and Social Psychology*, 16, 43–49.
- Soukup, B. (2016). English in the linguistic landscape of Vienna, Austria (ELLViA): Outline, rational, and methodology of a large-scale empirical project on language choice on public signs from the perspective of sign-readers. *Vienna English Working Papers*, 25, 1–24. Retrieved from <<http://anglistic.univie.ac.at/views/2016>>.

Marina V. Moskaleva
Sadovoye Comprehensive School
Tambovka, Amur Region, Russian Federation
mvmoskaleva@bk.ru

In search for new ways to gain Knowledge. Thoughts after 1-year experience of distant and hybrid learning at school

Abstract

Unnoticeably, we have come to live in society with a hybrid blend of reality and virtuality, with the Internet and Big Data building up the new standards of our life. Hence, the world faces up the new multivariate education system to meet the requirements of Digital Economy. Digital Education and hybrid learning are the reality of modern system of Russian education as well. This paper reports on the use of hybrid learning model developed in Sadovoye School which is learning 50% of material in class face-to-face and 50 % via distant learning by means of Learning Management System (LMS) “Mobile Electronic Education”. It is much more acceptable and efficient for the Alfa Schoolchildren, the Digital Natives. While testing the mode, we faced rejection of the digitalization on the part of 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.

Keywords: digital education, hybrid learning, digital natives, digital immigrants

© Moskaleva M. V. 2021

For citation: Moskaleva, M. V. (2021). In search for new ways to gain Knowledge. Thoughts after 1-year experience of distant and hybrid learning at school. In S. V. Androsova (Ed.), *Proceedings of the 13th Far Eastern English Language Teachers' Association International Conference “Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement”* (pp. 66–70). Blagoveshchensk: Amur State University Press. https://doi.org/10.22250/LsLt.2021.66_70

Москалева Марина Викторовна
МБОУ Садовская СОШ
Тамбовский р-н, с. Садовое, Амурская обл., Российская Федерация
mvmoskaleva@bk.ru

В поисках новых способов обучения. Размышления после годового опыта дистанционного и смешанного обучения в школе

Аннотация

Незаметно для себя мы стали жить в обществе смешанной реальности, где интернет и большие данные формируют новые стандарты нашей жизни. В результате весь мир столкнулся с необходимостью развития многомерного образования, чтобы удовлетворить потребности цифровой экономики. Цифровое образование и смешанное обучение стали реальностью и современной системы образования в России. В данной статье рассматривается модель смешанного обучения в Садовской средней школе: 50% очно в школе и 50% с применением дистанционных образовательных технологий через цифровую образовательную систему «Мобильное электронное образование». Эта модель оказывается наиболее приемлема и эффективна для детей поколения Альфа или цифровых аборигенов. Апробируя новую модель обучения, мы встретили большое сопротивление цифровым формам обучения со стороны цифровых иммигрантов.

Статья делает обзор столкновения интересов на примере обучения шестиклассников с применением смешанных форм в Садовской средней школе.

Ключевые слова: цифровое образование, гибридное обучение, цифровые «аборигены», цифровые «иммигранты»

© Москалева М. В. 2021

Для цитирования: Moskaleva M. V. In search for new ways to gain Knowledge. Thoughts after 1-year experience of distant and hybrid learning at school // Proc. of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement" / S. V. Androsova (Ed.). Blagoveshchensk: Amur State University Press, 2021. P. 66–70. https://doi.org/10.22250/LsLt.2021.66_70

1. Introduction

Unnoticeably, we have come to live in society where there is a hybrid blend of reality and virtuality and where the Internet and Big Data build up the new standards of our life. Hence, the world faces up the new multivariate education system to meet the requirements of Digital Economy. The necessary conditions have already been created in our society for digital education. Electronic learning turns out more effective and acceptable among school children for a number of reasons, the main of them is that they live in a digital economy. The National Education Program "Digital Learning" [Federal'nyy proekt] brought Internet to every school, even the most remote ones. No doubt, high speed Internet connection lets in a wide variety of new formats of teaching and learning at school.

Some words should be said about the influence that other people and Internet have on us. Unfortunately, people's impact may rather be inane than wise. The Greek philosopher Lucius Annaeus Sēnēca minor said: "Associate with those who will make a better man of you. Welcome those whom you yourself can improve. The process is mutual; for men learn while they teach" [Sēnēca, 2019].

As far as the Internet, there are three opinions on that. The first one is when we have no Internet access and no development, our life is limited. The second opinion is that when we find ourselves in a constant whirl of information from the Internet and get lost there, it becomes useless to us. The third opinion is that when a person is guided through the informational chaos and shown the horizons of growth. The first and the second ways are the extremes that make people's life senseless and people – unable to accomplish worthy goals and plans. The third way seems to be the only one suitable for personal development. At the same time, the third way, when the parents and highly-qualified teachers navigate children through the challenges of digital education, seems suitable for balanced personal development.

Idleness when we choose not to acquire knowledge but entertain ourselves, ultimately, brings us to inanity and unhappiness. The reason for idleness is the loss of generation unity, which often occurs during the loss of generation continuity. The games that we used to play, like *lapta* and 12 sticks were substituted by tablets and joysticks. We lost control over kids. They have been consumed by the Internet. As a result, the mutual understanding between children and kids has been damaged. We are unable to control the Internet influence on our children so far.

The Latin proverb goes: *Scio me nihil scio* [Podosinov, 1995]. Unfortunately, we lost this understanding that to be smart you need to admit your own stupidity. We, as adults, don't have the feeling of the means of existence demanded in the modern society. Hence, the generation gap is growing. To adjust to the changing conditions of life, we need first of all a

change in ourselves, refuse from many things. We can't provide students with the decent examples because they generate quite different experience in the new reality. As for adults, they need to understand that their own life experience is neither universal, nor eternal as long as the things that used to be crucial turn out useless and/or meaningless.

Let me doubt if such a form like hybrid learning can exist independently. Hybrid or blended learning seems to be backup way to gain knowledge. It can hardly be applied on a large scale at elementary and middle school. There's a certain search to provide a person with opportunities to gain knowledge which he or she needs for life. Taking into account that our way of life has changed drastically, we realize that the principles and resources for collaboration have changed. Hence, the methods of teaching are changing too. Still the key point hasn't changed since the ancient times. Here is the example to prove this statement. There is a professional who has worked much and gained much experience. If he or she starts to work with a fresher, then he or she will see right away the lack of the fresher's hard skills, for example. This lack may bring to some losses in the working process. The same thing happens in education: the child always needs navigation and he or she needs to know the standard, the model to follow.

What is happening at school? Adults need to model, simulate the future for the children. If we don't do that, then any advanced teaching technology is doomed to failure [Moskaleva, 2021].

On the whole, many adults haven't noticed how much the world has changed. Humankind in its babyhood used to adjust to nature around them. Today, technologies and possibilities of digital programming with the help of artificial intelligence create the system of collaboration where the consequences of mistakes made by a person in a system bring to the lowest level of any disruption or even disturbance in this system.

We need to understand that we grew up when we had to obey the authority and learn from our seniors. Children today look for knowledge, they don't care much about being respectful or obedient to authority. This fact created the difference in perceiving and processing information, as well as in acquiring skills and knowledge. Consequently, we can see that the mechanism of communicating knowledge from older generation to younger generation (Alfa kids in particular) has started to break down: if we don't simulate the future, the kids are unable to set a goal and aim at it. It means that a child will refuse to gain knowledge because he or she can't understand how to apply it. Our civilization in its adulthood does not adjust to nature any more. On the contrary, it builds up a system where everything is rationally adjusted to a person and his/her needs. However, instead of the two extremes – adjusting to the nature and adjusting the nature – we could demonstrate wise attitude to the past experience and understanding of the present and this is the invisible thread connecting generations and centuries.

I hypothesis that blended learning is centered around student's autonomy and his or her personal interest and motivation. However, blended learning should not be considered a new separate form of education, instead, it is a new supplementary tool to provide students with the knowledge he/she needs and methods to apply it.

2. This study: Experience with Mobile Electronic Education

In September 2020, we started to work with Learning Management System (LMS) "Mobile Electronic Education" [Lichnyy kabinet] with the 6th grade students of Sadovoye Comprehensive School. We had already had an experience of distant learning with Mobile Electronic Education back in April – May 2020. However this LMS made a difference compared to other digital resources because it has a wide range of tools helping to make learning process exciting and effective.

Four families decided to pay and try blended learning with Mobile Electronic Education provided by Alfa School. The first student was living in a different town and had to ride a school bus to get to school. Because of the pandemic, there were constant challenges with transportation, therefore she had to learn distantly. The second student had good language learning ability. The third student was suffering from some chronic diseases, therefore he had to stay home a lot and used the opportunity of distant learning. The fourth student just felt more comfortable with distant learning rather than traditional face-to-face learning. During the experiment, we asked for feedback from both learners and their parents.

We started with enthusiasm. In Mobile Electronic Education they have an effective tool called “Personal Learning Path”, where you can give your students tasks, adjusting the task complexity. The topics of the Student’s Book 6, authored by Vladimir Kuzovlev [Kuzovlev, 2013], which we study at school, coincide with the topics in LMS. Though the content in the LMS is much more difficult and more various. The first and the third students (girls) had to be in touch with me to do the tasks. The second and the fourth students (boys) performed the task without my assistance but the grades were low. As the result, by February, all the four students stopped working with the digital resource. It was too difficult for them to learn with limited teacher’s help. The second student still fulfills the tasks on this platform, but if I, as a teacher, assign it in class. The fourth student plans to learn with this digital resource during summertime as a way to improve his English. The third student refused from Mobile Electronic Education completely. The first student is ready to continue if the Internet connection improves in her town.

As I see, there are 3 main reasons for the failure of Blended Learning with LMS “Mobile Electronic Education”. First, the Content is too difficult. There should be a very strong motivation to deal with the diverse and rich Vocabulary, Reading and Comprehension tasks in MEE. Second, there is no Feedback from adults, particularly, no support of digital forms of learning on behalf of parents, including some teachers. Most of them assume that any e-learning is good for nothing. As a result, the students stop trying. Third, in Middle School, students have not acquired enough hard and soft skills to manage blended learning efficiently, therefore blended learning is ineffective.

Still we got some positive results. First, the attitude of teachers and parents to e-learning started to change. They come to realize the inefficiency of traditional ways of learning. Our children live in digital economy, so they have to get a good grip of how the digital world works. Second, the students got a very good understanding of how LMS teaches. It is a very good tool to help to master the language or any other subject. That was, probably, the reason why one family decided to continue studying with Mobile Electronic Education as a summer course. Finally, we have boosted the motivation to the language learning. It was not a big boost but we managed to start education transformation which should have been started back in 2012 when distant/electronic learning was legislatively allowed by Federal Law # 273 dated December 29th, 2012.

3. Conclusion

This study aimed to share the experience of applying blended learning with Learning Management System “Mobile Electronic Education” provided by Alfa School and to reflect on its results and the reasons for such results. Despite several positive moments connected with boosting motivation for transformation to a little extent, the ultimate result was negative as far as none of the four participant families finished the project. One of the reasons of failure was the lack of teacher’s assistance who had to simultaneously apply traditional and digital distant forms which was time and effort consuming, consequently, the teacher had to apply one at the cost of another. The second reason was the lack of parents’ support which, in

its turn, is explained by the fact that adults – digital immigrants – are afraid of changes, and they are scared more of the changes in kids than in themselves. I assume, it happens because the adults want the kids to continue the traditional way of life the grown-ups are used to. However, it is unacceptable for children – digital natives who got the new ways to explore the world and acquire knowledge, and hybrid learning is one of them. The outlook for further study might be by capturing new insights from the analyzed situation and using them to contribute in solving the global eternal problem of bridging the generation gap. Blended learning might have better results when all the participants see it as a supplement, not a substitute for learners, teachers and parents interaction withing the education system.

References

- Kuzovlev, V. P. et al. (2013). *Angliyskiy yazyk: uchebnik dlya 6 klassa obshcheobrazovatel'nykh organizatsiy s prilozheniem na elektronnom nositele: v 2 ch.* [English: A coursebook for 6th grade pupils of secondary schools. In 2 parts]. Moscow : Prosveshchenie Press.
- Lichnyy kabinet «Mobil'noe elektronnoe obrazovanie» [Personal account “Mobile electronic education”]. Retrieved May 28, 2021 from <<https://edu.mob-edu.ru/ui/#/login>>.
- Moskaleva, M. V. (2021). *Obrazovanie dolzhno risovat' budushchee. Yandeks Dzen : Personal'nyy kanal* [Yandex Dzen : Personal channel]. Retrieved from <<https://zen.yandex.ru/media/id/60346d423bc4e6206bf70a70/vzaimodeistvie-s-detmi-doljno-risovat-budushee-60347d46bd729c71d19cb74f>>.
- Podosinov, A. V. (1995). *Lingua Latina. In 2 parts. Part 2: Second year of study.* Moscow : Progress Press.
- Sěněca, L. (2019). *Nravstvennye pis'ma k Lutsiliyu* [Moral Letters to Lucilius]. Moscow : Eksmo Press.
- Federal'nyy proekt “Tsifrovaya obrazovatel'naya sreda” [The National Education Program “Digital Learning”]. Minprosveshcheniya Rossii [Ministry of Education of Russia]: official site. Retrieved May 20, 2021 from <<https://edu.gov.ru/national-project/projects/cos/>>.

Alena A. Portnova, Elena A. Shamina
Saint Petersburg State University
Saint Petersburg, Russian Federation
alenaportnova09@gmail.com, e.shamina@spbu.ru

Intonation and body language: Intonation learning made easy

Abstract

The article investigates the interdependence of English intonation patterns and non-verbal signals used by native speakers of English, and feasibility of introducing non-verbal language into the course of English intonation for Russian speakers. The paper describes the didactic materials and procedures developed on the basis of British English films and series and aimed at teaching English intonation with the help of authentic multimedia tools. Exercises for prediction and production of English intonation contours are analysed and shown to be used effectively as a supplement to the course of English intonation. The technique is supposed to make intonation learning easier as it relies on the natural pattern of simultaneous verbal and non-verbal communication.

Keywords: English intonation, non-verbal communication, authentic materials, multimedia learning, pronunciation training

© Portnova A. A., Shamina E. A. 2021

For citation: Portnova, A. A., Shamina, E. A. (2021). Intonation and body language: Intonation learning made easy. In S. V. Androsova (Ed.), *Proceedings of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement"* (pp. 71–78). Blagoveshchensk: Amur State University Press. https://doi.org/10.22250/LsLt.2021.71_78

Портнова Алёна Алексеевна, Шамина Елена Анатольевна
Санкт-Петербургский государственный университет
г. Санкт-Петербург, Российская Федерация
alenaportnova09@gmail.com, e.shamina@spbu.ru

Интонация и язык тела: усваиваем легко

Аннотация

В настоящей статье изучается взаимодействие моделей интонации с невербальными сигналами, используемыми носителями английского языка, а также рассматриваются возможности внедрения невербального языка в курс по английской интонации для русскоязычных студентов. Описываются дидактические материалы и процедуры, разработанные на основе британских художественных фильмов и сериалов, нацеленные на преподавание английской интонации с помощью аутентичных мультимедийных средств. Анализируются упражнения на развитие навыка предвидения интонационных контуров и их воспроизведения, являющиеся эффективным дополнением к курсу. Предлагаемая технология направлена на то, чтобы облегчить овладение интонацией, поскольку она опирается на одновременное использование аутентичных вербальных и невербальных средств коммуникации.

Ключевые слова: английская интонация, невербальная коммуникация, аутентичные материалы, мультимедийное обучение, обучение произношению

© Портнова А. А., Шамина Е. А. 2021

Для цитирования: Portnova, A. A., Shamina, E. A. (2021). Intonation and body language: Intonation learning made easy. // Proc. of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement" / S. V. Androsova (Ed.). Blagoveshchensk: Amur State University Press, 2021. P. 71–78. https://doi.org/10.22250/LsLt.2021.71_78

1. Introduction

1.1. Multimedia learning

In the field of teaching English as a foreign language, much has been written about the effective material development [Brown, 2013]. High quality didactic materials and techniques for intonation teaching should not supposedly be based only on the learning objectives and the students' needs analysis but also on capturing and maintaining their interest. It seems quite probable that the effectiveness of intonation teaching and the students' involvement in the process can be enhanced by implementing multimedia learning tools.

Multimedia teaching is an alternative or a supplementary way of presenting didactic materials in the form of both words and pictures. One of the reasons to use such tools in teaching intonation is the fact that people learn more thoroughly and successively when perceiving information through several channels, i.e., visual and auditory ones [Mayer, 2009]. Also, multimedia tools add to the interactivity in the classroom and make learning materials more attractive and comprehensible for the students raising their motivation level. The existing variety of multimedia learning tools enables one to teach a foreign language using social media, online video platforms, online dictionaries, contextual translation services, etc. Multimedia teaching has proved to be effective not only in terms of pronunciation training but also in other aspects of foreign language teaching. Motivating character, universal access, and great material diversity are usually named to be the main advantages of this way of organising the teaching / learning process [Young, Wang, 2014 ; Khoii, Ghasemi, 2015 ; Mompean, Fouz-González, 2016 ; Bellés-Calvera, Bellés-Fortuño, 2018].

However, it is essential to determine the criteria of the multimedia tools before introducing them into class. In this study, B. Tomlinson's approach was chosen [Tomlinson, 2010] with the set the following principles:

- 1) to show a language in its authentic use,
- 2) to stimulate intellectual and emotional involvement,
- 3) to sustain the learners' curiosity and attention,
- 4) to reflect the features of authentic input.

The principles mentioned above were used in selecting authentic videos from open media sources with the aim of developing a supplementary multimedia course on British English intonation. The multimedia samples involving two perceptual channels make it possible to apply an alternative approach of teaching intonation: to describe and offer for practice not only the acoustic features of certain intonation patterns but also the body language that accompanies them.

1.2. Body language in pronunciation teaching

Body language is a way of non-verbal communication which uses postures, gestures, face expressions, etc., to transfer information. The connection between verbal and non-verbal signals in expressing the meaning of the utterance has been observed and studied in detail. For instance, E. Krahmer and M. Swerts [Krahmer, Swerts, 2005] state that uncertainty is usually transferred by such prosodic cues as hesitations, rising intonation at the syntagm boundary, and by such non-verbal cues as pulled together and raised eyebrows, furrowed forehead. The connection can be explained by the fact that the first language acquisition goes simultaneously with the gestural system development. R. J. Folven, J. D. Bonvillian,

M. D. Orlansky [Folven et al., 1984] demonstrate the positive correlation between the number of words a child actively uses at the age of 9–12 months and the frequency with which the child uses pointing gestures. Recent studies also highlight the connection between gesture development and the acquisition of a language prosodic system. Many of them show that children are able to combine gestures and prosody to express such communicative intents as request, uncertainty, or politeness [Hübscher, Prieto, 2019]. The fact that these two communication systems develop in parallel allows one to establish the correspondence of various face expressions and gestures with temporal, melodic, and emotional (timbre) parameters of a speaker's voice. For example, the majority of the studies point to the temporal correlation between gestures and the most prominent part of a phrase, i.e., emphasised words, or the intonation centre [Loehr, 2004 ; Esteve-Gibert, Prieto, 2013].

The use of gestures in pronunciation training provides great opportunities to create new and/or specific teaching methods. It has been proven, e.g., that the effectiveness of learning a foreign language rhythm can be enhanced by integrating beat gestures or other haptic techniques into the educational process [McCafferty, 2006 ; Acton et al., 2013]. It also seems logical to suppose that to use gestures and face expressions is beneficial in learning the melodic properties of a foreign language, or in other words, to copy, along with the tone, the body language of an actor, who is a native English speaker, while watching authentic films, series and videos. The hypothesis is that the communicative functions of intonation are easier to understand and imitate after the analysis of actor's body language formed the foundation of the present study and the practical work of developing multimedia materials for English intonation training.

2. Developing multimedia materials for English intonation training

2.1. Material selection

With the purpose of developing intonation exercises, the following British films and series were used as the source of video material: *Downton Abbey* (Great Britain, 2010–2015), *Sherlock* (Great Britain, 2010–2017), *The Crown* (Great Britain, 2016–present), *Doc Martin* (Great Britain, 2004–2019), *Harry Potter* (Great Britain, USA, 2001–2011), *Love Actually* (Great Britain, USA, 2003), *The Father* (Great Britain, France, 2020). To ensure maximum effectiveness of the teaching materials, several criteria were set for video selection:

a. Visibility. Only those videos were selected that can be called representative, i.e., those that show the speaker's body language and are shot either in close up or from a middle distance (fig. 1).

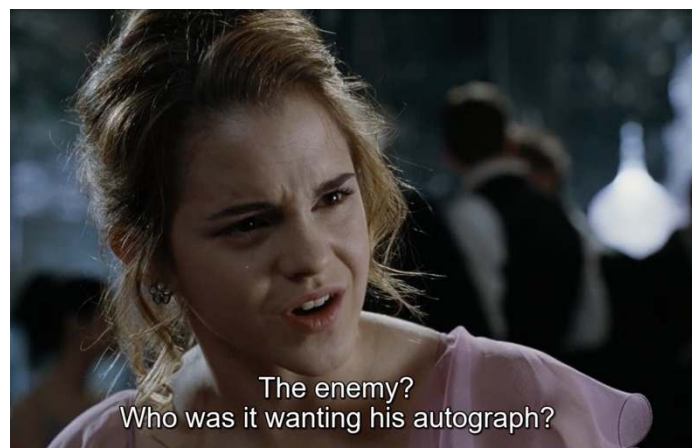


Figure 1. Representative video illustrating the The High Drop intonation contour

b. Standard pronunciation. Taking into account that actors can imitate nearly every regional or social variety of English, only those videos were chosen in which the actors were English by descent, played English characters speaking Received Pronunciation or Southern Educated English and in which action took place in England.

c. Comprehensibility. To maintain the authentic use of language, dialogues from everyday situations were selected, not separate phrases. The duration of the dialogues varied from 15 to 40 seconds depending on the particular communicative situation that had to remain clear.

d. Acceptability. Scenes containing obscene language, violence, cruelty, or discrimination on any grounds were not selected for the exercises.

The videos meeting the criteria were captured with the use of the Bandicam screen recording software. The speech samples were then analysed by the authors to determine the intonation contours used, with a further instrumental check in the WaveAssistant program. As a result, 110 video extracts were selected that illustrate all the 10 English intonation patterns defined in J. O'Connor and G. Arnold's classification [O'Connor, Arnold, 1973].

2.2. Material development

The selected video extracts were adapted to become teaching materials by editing the videos using the Adobe Premier software. Subtitles were added, freeze frames were made possible to use as well as video play without the sound. Of all the wealth of intonation exercises [Shamina, 2006], the prediction and production ones were designed with the help of multimedia resources.

The *p r e d i c t i o n* exercises are aimed at analysing the communicative situation and the speaker's intention (stating a fact, showing a personal interest, implying polite correction, etc.). The speaker's kinesics and mimics play a great role in defining those. At this stage, the students are not able to hear the actor's voice though they can see the words uttered as subtitles on the screen. The analysis is thought to help the students to choose the intonation contour with the function required from the list of intonation patterns already studied. Their choice has then to be verified with listening to the utterances and defining the actual intonation. In case of mistakes or misinterpretation, the teacher is supposed to offer further explanations.

The *p r o d u c t i o n* exercises logically follow the tasks described above. The learners are asked to imitate both the intonation of the utterance and the speaker's body language. These activities are believed to stimulate the English intonation acquisition in the most natural way: in a communicative context where the interlocutors can both hear and see each other. Ultimately, the students can be offered to roleplay the whole episode.

To assist the teachers with organising the didactic activities, the teacher's materials were developed containing video transcripts, descriptions of actors' body language and their communicative intentions (tab. 1).

T a b l e 1. **Example of Teacher's Materials**

File	Dialogue	Body language	Attitude
SB5	- Did you enjoy the parade? - I'm afraid I missed it completely. I got distracted. -What a shame! -Well, to be honest I'm not much of a royalist. Although I probably shouldn't say that out loud. - Certainly not to a stranger.	Moves her head up and down. Smiles but the eyebrows are pulled together and she looks worried.	Worried, reproachful, and surprised. Implying ' <i>You should be more careful saying things like this. I'll not judge you but other people might</i> '

2.3. Target audience

The intonation exercises developed are targeted at Russian speakers whose mother tongue intonation system differs considerably from that of the English language. The phonetic interference is expected at every stage of English intonation acquisition by Russian learners [Vishnevskaya, 1993]. The focus on the body language that is triggered by the communicative intention and is often very similar across cultures is supposed to make intonation learning easier.

As intonation learning is an integral part of pronunciation training per se, the multimedia exercises can be recommended as supplementary learning activities for university students whose professional preparation implies building the phonetic competence. English majors are the obvious target audience as well as majors in Translating and Interpreting and in Cross-Cultural Communication. We believe that intonation learning is advisable for all English learners to some degree. The approach and the materials suggested can be adapted to suit students at all levels of the English language acquisition.

2.4. Procedure

During the workshop ‘Intonation and Body Language: Intonation Learning Made Easy’ the participants were offered prediction and production intonation exercises to practise two intonation contours, namely The Low Drop and The Switchback. According to J. O’Connor and G. Arnold, all utterances associated with the low falling tone (The Low Drop) sound definite, categoric, may convey seriousness, urgency, or even hostility, when used with a question. The falling-rising tone (The Switchback), on the other hand, never sounds definite or complete. It is used in all kinds of statements for the purpose of contrast and may imply a number of communicative intentions, such as astonishment, concern, reproach, or defense. At the beginning of the workshop, the participants were provided with the handouts (fig. 2) containing the transcripts of the dialogues and with short descriptions of the intonation contours presented.

Table 1

Intonation contour	Attitudes
The Low Drop	Categoric, unsympathetic, hostile, serious, urgent
The Switchback	Contrast: astonished, defensive, reproachful

Watch the video and try to define what intonation is used while pronouncing the utterance in bold. Use the actor’s body language to help you.

Table 2

Ex	Dialogue	Body language	Attitude
1	-Harry Potter mustn't be angry with Dobby. Dobby hoped if Harry Potter thought his friends had forgotten him, Harry Potter might not want to go back to school, sir. - Give me those. Now. -No!		
2	-He's always trying for time off. You won't tell his teacher about this? I mean, you probably have to in your position. -My position being?.. -Well, you're one of the governors. -No, I'm not. -Yes, you are. - Since when?		

Figure 2. The handouts used at the workshop

The prediction exercises consisted of the following stages. In every video, a target phrase was identified and appeared in the subtitles and in the handouts (in bold). The target phrase was muted in the video and was followed by a freeze frame showing the actor’s face expression in close up. At the next stage, the participants were asked to describe the body language of the actor and guess what intonation contour was used in the video.

Since the two intonation contours selected for the workshop differ greatly both in their functions and acoustic features, it seemed only natural to expect that they would be accompanied by different non-verbal signals. In fact, the participants noticed that while

pronouncing utterances with The Low Drop, the actors were often tense, still, and their face expressions were stable, with occasional frowning or pursed lips (fig. 3). On the other hand, it was noted that the Switchback, as a rule, went along with active eyebrows and head movement, which copied the tone direction (fig. 4).



Figure 3. Illustrations of the Low Drop intonation contour



Figure 4. Illustrations of the Switchback intonation contour

The next step, the verification, was to play the video with the sound and check the answers. After the prediction exercises, the participants were offered to produce the target phrases imitating the actors' body language. Body language patterns were admitted to be helpful in predicting and producing the intonation contours of English, which can be explained by the fact that verbal and non-verbal communication go in parallel, and certain face expressions are usually associated with certain emotions. For instance, seriousness is usually accompanied by either frowning or no face expressions at all, and not by a smile. During the workshop, the participants were proposed to imagine that they were, for example, astonished, indignant, or hostile, like the actors in the video extracts, and were encouraged to copy their body language. This technique did not only help to accomplish the production exercises faster and with better results but also brought the education process closer to real-life communication, where people tend to transfer their communicative intentions by both verbal and non-verbal tools.

2.5 Results and discussion

The materials presented at the 13th International Conference of the Far Eastern English Language Teachers' Association met with approval of those present. They were especially interested in the involving character of the activities discussed.

The materials testing undertaken in several phonetics classes with first-year and fourth-year university students [Portnova, 2021] showed similar results. Filling in a questionnaire after the classes, 77% of the participants admitted that it was much easier for them to understand the meanings of the English intonation while watching the video extracts. The students highlighted that “*videos help to understand communicative intentions better*” and “*video helps delve into the language environment*”. Most of the them (84%) found the actors’ gestures and face expressions helpful to both predict and produce intonation patterns. Moreover, all the students, except one, said that they would like to see more video exercises in class.

The survey data show that video exercises appeal to students at different English language acquisition levels. Furthermore, not only is this method attractive, it is also effective, since in class many of the students, who found it difficult to imitate the acoustic features of the English intonation contours by ear, made progress copying the actors’ body language. The students said that they “*didn’t expect that face expressions could be helpful in the class of English phonetics and would help to speak with a British accent*”.

3. Conclusion

The findings of the present study may be important for further design of an interdisciplinary approach to English pronunciation teaching. It will definitely be beneficial to continue examining the correspondence between intonation and non-verbal signals in communication. The results of such research may have a pragmatic value in a consistent system of didactic materials being developed for English learners.

The prediction and production intonation exercises developed so far can be used as a supplement to the main intonation course for Russian university students. On the whole, it can be said that intonation training efficiency enhanced greatly after the integration of video exercises into the educational process. The survey results indicate that gestures and face expressions help students to predict and imitate English intonation, and in some cases facilitate understanding of the intonation functions and meanings. Even though more work is needed to integrate this method into regular classes, it is important to emphasise that the alternative approach to intonation teaching in question has proven itself to be not only highly efficient but also appealing for learners. It can be safely concluded that it does make intonation learning easier.

References

- Acton, W., Baker, A., Burni, M., Teaman, B. (2013). Preliminaries to haptic-integrated pronunciation instruction. In J. Levis & K. LeVelle (Eds.), *Proc. of the 4th pronunciation in second language learning and teaching conference* (pp. 234–244). Ames, United States : Iowa State University.
- Bellés-Calvera, L., Bellés-Fortuño, B. (2018). Teaching English pronunciation with OERs: The case of Voki. *Sintagma: revista de lingüística*, 30, 57–80.
- Brown, H. D. (2013). *Learner-centered English language education*. New York: Routledge.
- Esteve-Gibert, N., Prieto, P. (2013). Prosodic structure shapes the temporal realization of intonation and manual gesture movements. *Journal of speech, language, and hearing research*, 56 (3), 850–864.
- Folven, R. J., Bonvillian, J. D., Orlansky, M. D. (1984). Communicative gestures and early sign language acquisition. *First Language*, 5 (14), 129–143.
- Hübscher, I., Prieto, P. (2019). Gestural and prosodic development act as sister systems and jointly pave the way for children’s sociopragmatic development. *Frontiers in Psychology. Language Science*, 10: 1259. <https://doi.org/10.3389/fpsyg.2019.01259>
- Khoii, R., Ghasemi, A. (2015). Explicit grammar teaching through multimedia and the development of L2 writing. *Proc. of the International Conference “ICT for Language Teaching”*.
- Krahmer, E., Swerts, M. (2005). How children and adults produce and perceive uncertainty in audiovisual speech. *Language and Speech*, 48 (1), 29–53.

- Loehr, D. P. (2004). *Gesture and Intonation*. PhD in Linguistics sci. diss. Georgetown University, Washington DC. Retrieved July 5, 2021 from <<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.86.286&rep=rep1&type=pdf>>.
- Mayer, R. E. (2009). *Multimedia learning*, 2nd edition. New York : Cambridge University Press.
- McCafferty, S. G. (2006). Gesture and the materialization of second language prosody. *International Review of Applied Linguistics in Language Teaching*. 44 (2), 197–209.
- Mompean, J. A., Fouz-González, J. (2016). Twitter-based EFL pronunciation instruction. *Language, Learning and Technology*, 20 (1), 166–190.
- O'Connor, J. D., Arnold, G. F. (1973). *Intonation of colloquial English. A practical handbook*, 2nd edition. London : Longman Group.
- Portnova, A. A. (2021). Otsenka mul'timediynogo obespecheniya uchebnogo kursa po angliyskoy intonatsii dlya nositeley russkogo yazyka [Evaluation of multimedia learning tools as part of English intonation course for Russian speakers]. *Foneticheskiy litsey* [Phonetic Lyceum], 6, 41–49.
- Shamina, E. A. (2006). Tipy intonatsionnykh uprazhneniy [Types of intonation exercises]. *Materialy XXXV mezhdunarodnoy filologicheskoy konferentsii "Sovremennye problemy lingvodidaktiki i izucheniya inostrannykh yazykov"* [Proc. of the 35th international philological conference "Modern Issues in Language Education and Learning Foreign Languages"].
- Tomlinson, B. (2010). Principles and procedures of materials development. *Materials in ELT: Theory and Practice* (pp. 81–108). Cambridge : Cambridge University Press.
- Vishnevskaya, G. M. (1993). *Interferentsiya i aktsent (na materiale intonatsionnykh oshibok pri izuchenii nerodnogo yazyka)* [Interference and accent (based on the intonation mistakes in learning foreign language)]. PhD in Philological sci. diss. St-Petersburg : St-Petersburg State University.
- Young, S., Wang, Y. H. (2014). The game embedded CALL system to facilitate English vocabulary acquisition and pronunciation. *Educational Technology and Society*, 17 (3), 239–251.

Процукович Елена Александровна, Иванашко Юлия Петровна
Амурский государственный университет
г. Благовещенск, Российская Федерация
amursea@mail.ru, polia-80@mail.ru

Обучение пунктуации при подготовке к итоговой аттестации по английскому языку в формате ЕГЭ и ОГЭ

Аннотация

Настоящая статья посвящена особенностям обучения пунктуации в процессе подготовки школьников к сдаче государственных итоговых испытаний по английскому языку. Актуальность работы обусловлена тем, что в имеющихся методических пособиях по подготовке к сдаче ЕГЭ и ОГЭ данному аспекту грамматики, подлежащему оцениванию в письменной части экзамена (личного письма и эссе), не уделяется должного внимания. В статье описаны основные функции запятых, рассмотрены правила их употребления в английском языке, сопоставлены несовпадающие случаи использования знаков препинания в английском и русском языках. Рассмотрено функционирование запятых в разных типах сложных предложений; в предложениях с вводными конструкциями и словами, однородными членами, уточняющими и дополняющими фразами. Описаны случаи использования запятой с географическими названиями, датами, адресами, титулами. Приведены примеры употребления запятой для обособления междометий, обращений, оформления прямой речи, акцентного выделения важной или новой информации.

Ключевые слова: английский язык, русский язык, пунктуация, запятая, функции запятых, ЕГЭ / ОГЭ

© Процукович Е. А., Иванашко Ю. П. 2021

Для цитирования: Процукович Е. А., Иванашко Ю. П. Обучение пунктуации при подготовке к итоговой аттестации по английскому языку в формате ЕГЭ и ОГЭ // Proc. of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement" / S. V. Androsova (Ed.). Blagoveshchensk: Amur State University Press, 2021. P. 79–87. https://doi.org/10.22250/LsLt.2021.79_87

Elena A. Protsukovich, Yulia P. Ivanashko
Amur State University
Blagoveshchensk, Russian Federation
amursea@mail.ru, polia-80@mail.ru

Punctuation teaching in preparing students for final examination of the English language RNE

Abstract

The current paper focuses upon punctuation teaching while preparing schoolchildren for State Final Examination in the English language. The necessity to study the issue is determined by the fact that the textbooks used for state finals preparation provide students with scarce information on punctuation, although it is one of the assessment criteria in the written part of the exam (letter and essay). In this paper, we describe the main comma functions and compare the rules of comma usage in English and Russian. These include commas in different types of complex sentences, commas to separate introductory clauses, phrases and words, to list items and to set off parenthetical elements that show emotion or bare extra information. Furthermore, we describe comma usage for geographical names, dates, addresses and titles. We also view commas to set off interjections, addresses, direct speech and accentual marking of important or new information.

Keywords: the English language, the Russian language, punctuation, comma, comma functions, RNE

© Protsukovich E. A., Ivanashko Yu. P. 2021

For citation: Protsukovich, E. A., Ivanashko, Yu. P. (2021). Obuchenie punktuatsii pri podgotovke k itogovoy attestatsii po angliyskomu yazyku v formate EGE i OGE [Punctuation teaching in preparing students for final examination of the English language RNE]. In S. V. Androsova (Ed.), *Proceedings of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement"* (pp. 79–87). Blagoveshchensk: Amur State University Press. https://doi.org/10.22250/LsLt.2021.79_87

1. Введение [Introduction]

Пунктуация – это раздел грамматики, включающий в себя правила расстановки знаков препинания. Пунктуация является одним из важнейших компонентов письменной речи, делающий её грамотной, логичной и снимающей двойственность в понимании смысла высказывания [Crystal, 2011]. Часто знаки препинания являются основным или единственным средством выявления смысловых отношений в письменном тексте, которые не могут быть выражены при помощи грамматических или лексических средств. Образую вместе с буквами общую графическую систему языка, знаки препинания выполняют в ней особые функции [Современный русский язык, 2002].

В современной пунктуационной системе русского и английского языков знаки препинания имеют закреплённые за ними значения, фиксирующие закономерности их употребления. Функциональная значимость знаков гарантирует их воспроизводимость в схожих семантико-грамматических условиях, их узнаваемость при чтении текста, понимание его смысла, то есть обеспечивает проявление социальной сущности пунктуации [Современный русский язык, 2002].

По своим общим функциям различаются:

а) отделяющие знаки (напр., точка, запятая, точка с запятой, вопросительный и восклицательный знаки, двоеточие, многоточие, тире);

б) выделяющие знаки (кавычки, скобки, два тире, две запятые) [Crystal, 2007].

Отделяющие знаки препинания позволяют членить текст на отрезки, имеющие семантико-грамматическое значение. Выделяющие знаки призваны подчёркивать в письменном высказывании особо значимые части, несущие, например, дополнительный смысл или обладающие особыми функциями (обращение, вводные слова и конструкции, междометия). Кроме того, выделяющие знаки участвуют в передаче добавочных сообщений.

Самыми частотными знаками препинания в русском и английском языках являются запятые. Они имеют большое количество функций и выступают как в роли отделяющих знаков, так и выделяющих. Правила употребления запятых в вышеуказанных языках неодинаковы, в связи с чем у изучающих английский язык нередко возникают затруднения при оформлении письменных высказываний. Кроме того, не единичны случаи переноса правил пунктуации, связанных с употреблением запятых, из одного языка в другой, что приводит к неправильному их употреблению в неродном языке и влечёт за собой искажение смысла целого текста или его части. В связи с этим представляется необходимым уделять особое внимание данному разделу пунктуации в процессе преподавания иностранного языка.

Функциональные различия употребления запятых в русском и английском языках должны изучаться на всех этапах обучения школьников иностранному языку. Однако обзор учебной и методической литературы по английскому языку для учащихся средних общеобразовательных учреждений показывает, что пунктуация как раздел

грамматики практически не рассматривается ни на одном из уровней освоения языка. Это создаёт проблемы как в процессе текущего обучения письменной речи в школе, так и при подготовке учащихся к сдаче государственных итоговых экзаменов. При этом пунктуация является одним из критериев, который учитывается при оценивании письменной части ОГЭ и ЕГЭ по иностранному языку.

Раздел «Письмо» ОГЭ предполагает написание личного письма, ЕГЭ – личного письма и эссе. В указанных формах письменных работ необходимо следовать определённым правилам использования пунктуационных знаков. Однако в большинстве случаев, в связи с отсутствием должной подготовки в области пунктуации английского языка, обучающиеся расставляют знаки препинания интуитивно, опираясь на правила родного языка.

Для повышения качества подготовки учащихся к сдаче единого государственного экзамена, авторами настоящей статьи предпринята попытка упорядочивания правил использования запятых в английском языке. При несовпадении правил, применяемых в пунктуационных системах русского и английского языков, различия в употреблении запятых иллюстрируются соответствующими примерами, которые также представляют собой наиболее типичные, по наблюдению авторов – экспертов ЕГЭ, ошибки. Это позволит участникам ЕГЭ по английскому языку избежать возможного интерференционного влияния правил пунктуации родного языка на использование запятых в иностранном языке.

2. Настоящее исследование [This study]

2.1. Материал и методика исследования [Material and methods]

В статье рассмотрены 13 правил пунктуации английского языка, представляющие, по наблюдению экспертов ЕГЭ по иностранному языку, наибольшие трудности в употреблении выпускниками, сдающими государственный экзамен.

Материалом для данного исследования послужили изолированные предложения, иллюстрирующие употребление запятых в английском языке. Примеры были получены из современных научно-методических англоязычных интернет-ресурсов (см. Библиографический список). Русские примеры, демонстрирующие различия пунктуационных систем, вызывающие появление у экзаменуемых ошибок при подготовке письменной части ЕГЭ, были составлены авторами статьи – носителями русского языка, имеющими высшее филологическое образование.

В ходе исследования применялись описательный и сравнительно-сопоставительный методы анализа.

2.2. Обсуждение результатов [Results and discussion]

Рассмотрим основные функции запятых в английском языке.

2.2.1. *Запятые, отделяющие простые предложения в составе сложного с сочинительными союзами* [Independent clauses joined by coordinating conjunctions]

В английском языке обязательно употребляется для разделения простых предложений в составе сложного в случае использования в нём сочинительных союзов (соединительных, противительных, разделительных), таких как *and*, *but*, *for*, *or*, *nor*, *so*, *yet* запятая:

*The shelter had puppies, **and** I considered adopting one.*

*The game was over, **but** the crowd refused to leave.*

*Tom was reading a novel, **for** his friend was watching a movie.*

*The student explained her question, **yet** the instructor still didn't seem to understand.
It is a pity your friend does not want any money, **nor** any help.
Yesterday was her brother's birthday, **so** she took him out to dinner.
You can go shopping with me, **or** you can go to a movie alone [Extended Rules].*

В ходе рассмотрения данного пункта в учебном процессе необходимо обратить внимание обучающихся на то, что в русском языке в таких сложных предложениях не всегда используются запятые перед союзами **и** и **или**:

*Ночью поднялся ветер **и** началась метель.
Щенок вздрагивал, если вдруг открывалась дверь **или** звонил телефон.*

Наличие общего второстепенного члена предложения (в первом предложении) и общей главной части (во втором предложении) делает запятую ненужной.

2.2.2. Вводные слова и конструкции [Introductory clauses, phrases and words]

В случаях, когда вводная часть сложного предложения, содержащая слова *after, although, as, because, if, since, when, while* предшествует главной, необходимо использовать разделительную запятую:

***While** I was eating, the cat scratched at the door.
Because her alarm clock was broken, she was late for class.
If you are ill, you ought to see a doctor.
When the snow stops falling, we'll shovel the driveway.*

Если такое предложение начинается с главной части, запятая не требуется:

*The cat scratched at the door **while** I was eating [Extended Rules].*

Однако, если главная и придаточная части такого предложения содержат контрастную информацию, запятая используется вне зависимости от порядка следования этих частей в предложении:

*She was still quite upset, **although** she had won the Oscar.*

Между тем, в русском языке придаточное предложение обособляется запятой независимо от порядка следования его частей:

***Если** я освобожусь пораньше, мы можем сходить в кино.
Мы можем сходить в кино, **если** я освобожусь пораньше.*

При использовании в предложении вводных конструкций, призванных дополнять или пояснять информацию, представленную в главной части, необходимо ставить запятую, обособляющую данную вводную конструкцию:

*You do need to wear a darker jacket, **if** I may say so.
To be honest, I thought they were very rude.*

В английском языке вводные фразы, представленные причастными, инфинитивными конструкциями, приложениями, конструкциями без прямого дополнения, а также предложными фразами, состоящими из более чем четырех слов, отделяются от главной части сложного предложения запятой:

***Having finished the test**, he left the room.
To get a seat, you'd better come early.*

After the test but before lunch, I went jogging.
The sun radiating intense heat, we sought shelter in the cafe.
Alexander Pope, the Restoration poet, is famous for his monologues.

Вводные слова *yes, however, well* всегда отделяются запятой от основного текста [Вербицкая, Миндрул, 2015, с. 73]. Например:

Well, perhaps he meant no harm.
Yes, the package should arrive tomorrow morning.
However, you may not be satisfied with the results [Extended Rules].

В русском языке все вводные слова и конструкции всегда обособляются запятыми. Исключение составляет слово *однако*, которое не обособляется запятой в случае, если употребляется в начале предложения и при этом не предшествует обособленному обороту:

Однако мы не увидели этой ошибки.
 Ср.:
Однако, открыв глаза, он увидел, что ничего не изменилось.
Однако, если вы придёте в это время, вы никого не застанете.

2.2.3. Слова и конструкции в середине предложения, не несущие или несущие важную информацию [Non-essential and essential clauses, phrases and words in the middle of a sentence]

В английском языке часть предложения, содержащая дополнительные сведения, не несущие важной информации, должна выделяться запятыми с обеих сторон, если она расположена в середине предложения:

Fred, who often cheats, is just harming himself.
My niece, wearing a yellow jumpsuit, is playing in the living room.
The Green party candidate, who had the least money, lost the election.
Apples, which are my favorite fruit, are the main ingredient in this recipe.
Professor Benson, grinning from ear to ear, announced that the exam would be tomorrow.
Tom, the captain of the team, was injured in the game.
She was, however, too tired to make the trip.
Two hundred dollars, I think, is sufficient.

Однако, если дополнительная информация является важной или уточняющей, запятыми она не выделяется:

The child who is carrying the bag is three years old.
The students who did not write the test failed.
The candidate who had the least money lost the election.

Если сложное предложение содержит дополнительную информацию, относящуюся к упоминаемому в нём имени собственному, она должна обособляться запятыми вне зависимости от того, является ли она важной или нет:

The Sun, which warms our planet, is hot.

Часть предложения, содержащая союз *that* после глаголов, обозначающих умственную деятельность, и существительных, всегда является важной и запятыми не выделяется:

*The book **that** I borrowed from you is excellent.*
*The apples **that** fell out of the basket are bruised.*
*She believes **that** she will be able to earn an A.*
*He is dreaming **that** he can fly.*
*I contend **that** it was wrong to mislead her.*
*They wished **that** warm weather would finally arrive [Extended Rules].*

В русском языке предложения подобного рода предполагают обязательное использование запятой перед словами что, который.

2.2.4. Перечисления [Clauses written in a series]

В английском языке при перечислении каждый компонент отделяется запятой, в том числе и последнее слово / фраза с союзом *and*.

*The Constitution establishes the legislative, executive, **and** judicial branches of government.*

*The candidate promised to lower taxes, protect the environment, reduce crime, **and** end unemployment.*

*The prosecutor argued that the defendant, who was at the scene of the crime, who had a strong revenge motive, **and** who had access to the murder weapon, was guilty of homicide.*

В русском языке при перечислении перед союзом и запятая не ставится:

*Для приготовления торта вам понадобятся мука, масло, яйца **и** сахар.*

2.2.5. Однородные и неоднородные прилагательные [Coordinate and non-coordinate adjectives]

В английском языке однородные прилагательные, определяющие одно существительное, должны отделяться друг от друга запятыми. Для того, чтобы определить, являются ли прилагательные однородными, необходимо ответить на следующие вопросы:

1. Изменится ли смысл предложения, если поменять прилагательные местами?
2. Нарушится ли логика предложения, если поставить союз *and* между прилагательными? Если на оба вопроса можно дать утвердительный ответ, это означает, что прилагательные, описывающие существительное, не являются однородными. Например:

*He was a **difficult, stubborn** child. (coordinate)*

*They lived in a **white frame** house. (non-coordinate)*

*She often wore a **gray wool** shawl. (non-coordinate)*

*Your cousin has an **easy, happy** smile. (coordinate)*

Запятая также разделяет однородные прилагательные, которые как правило находятся в конце предложения и имеют контрастное (противоположное) значение:

*He was merely **ignorant, not stupid**.*

Запятая может разделять два неоднородных прилагательных, одно из которых носит уточняющий характер:

*The chimpanzee seemed **reflective, almost human**.*

*The speaker seemed **innocent, even gullible**.*

В русском языке действуют аналогичные правила использования запятых при употреблении однородных и неоднородных прилагательных.

2.2.6. *Обстоятельство образа действия [Modifiers]*

В английском языке обстоятельство образа действия всегда отделяется запятой от определяемого и может находиться в любой части предложения, не изменяя его смысла:

Nancy waved enthusiastically at the docking ship, laughing joyously.

2.2.7. *Географические названия, адреса, даты и титулы [Geographical names, addresses, items in dates, and titles in names]*

В английском языке принято отделять запятой географические названия в том случае, если в предложении одно за другим следуют, например, названия города и страны, города и штата / области / графства и т. п. При написании адресов названия улицы всегда отделяются запятой от названия города. При этом не принято использовать запятую между номером дома и улицей:

*I went to **London, England**.
He lives at **10 Oak Street, Washington, DC**.*

В полных датах (число, месяц, год) запятой принято отделять месяц и год, но месяц от числа запятой не отделяется:

***July 24, 2020**, was a memorable day in his life.*

В датах, содержащих только месяц и год, запятая не используется:

*The average temperatures for **August 2012** are the lowest on record for that month.*

В английском языке должность / звание / учёная степень / титул всегда отделяются запятой от имени человека, к которому относятся:

***Richard Brown, PhD**, will be the principal speaker.*

2.2.8. *Прямая речь [Direct speech]*

В английском языке прямая речь заключается в кавычки и отделяется от слов автора запятой:

“The boy in the kayak,” whispered Sue, “is the new football captain.”

В русском языке между словами автора и прямой речью ставится двоеточие, если прямая речь находится после слов автора. Если прямая речь находится перед словами автора, между частями предложения ставится тире. В случае, если прямая речь прерывается словами автора, перед словами автора ставятся запятая и тире, а после слов – запятая и тире либо точка и тире.

2.2.9. *Подлежащее, сказуемое, дополнение [Subject, predicate, object]*

В английском языке запятые не используются между двумя однородными сказуемыми, соединёнными союзом *and*:

*We laid out our music **and** snacks and began to study.*

Аналогичное правило применяется и в отношении двух подлежащих и дополнений, соединённых союзом *and*:

*The music teacher from your high school **and** the football coach from mine are married.*

*We laid out our music **and** snacks and began to study.*

При этом в роли таких однородных дополнений могут выступать и придаточные предложения с тем же правилом отсутствия запятой:

*Jeff told me that the job was still available **and** that the manager wanted to interview me.*

2.2.10. Обращение [Direct address]

В английском и в русском языках обращение всегда обособляется запятыми в любой части предложения. Например:

***Tom**, would you please sit straight?*

*Allow me, **Mr. Wilson**, to care of all that for you.*

*Can you help me with the dishes, **sweety**?*

***Мама**, где мои ключи?*

*Я не знаю, когда вернусь, **Наташа**.*

*Позвольте мне, **уважаемый Иван Петрович**, вручить вам этот подарок.*

2.2.11. Междометия [Interjections]

В английском и русском языках междометия всегда выделяются запятыми. Например:

***Oh**, I forgot to bring the cookies.*

***Mmm**, this ice cream is delicious.*

***So**, she dumped you, eh?*

2.2.12. Слово «пожалуйста» [Please]

В английском языке слово *please* отделяется запятой, если оно находится в конце предложения. В начале и середине предложения данное слово запятыми не обособливается:

***Please** give me some bread*

*Give me some bread, **please**.*

В русском языке слово *пожалуйста* обособляется запятой(ыми) не зависимо от позиции в предложении:

***Пожалуйста**, помогите мне.*

*Налей мне чаю, **пожалуйста**.*

2.2.13. Avoiding confusion or misreading

При использовании в одном предложении следующих друг за другом имен / фамилий разных людей необходимо разделять их запятой:

***To Steve**, Lincoln was the greatest president.*

3. Заключение [Conclusion]

В настоящей работе было рассмотрено 13 основных сложных для выпускников школ случаев использования запятых в английском языке в сложном и простом распрощанном предложении. Сопоставлены правила употребления пунктуационных знаков русского и английского языков, отмечены их сходства и отличия. Сходства в использовании запятых в данных языках отмечаются при обособлении обращений,

междометий, однородных и неоднородных прилагательных. Сложности для учащихся могут вызвать предложения, содержащие прямую речь, вводные слова и конструкции, а также слово *please* – в данных случаях пунктуационные правила в английском и русском языках различаются. Представленный в статье материал позволит школьникам структурировать знания в области пунктуации, успешно подготовиться к сдаче единого государственного экзамена, а приведённые примеры могут быть использованы как в аудиторной, так и в самостоятельной работе.

Библиографический список

- Вербицкая, Миндрул, 2015 – Вербицкая М. В., Миндрул О. С. Английский язык: Практический справочник для подготовки ЕГЭ: 10–11 классы. М. : АСТ: Астрель 2015. 285 с.
- Современный русский язык: учебник / под редакцией Н. С. Валгиной. 6-е изд., перераб. и доп. М. : Логос, 2002. 528 с.
- Crystal, 2011 – Crystal D. A dictionary of linguistics and phonetics. 6th ed., corrected, with addenda. Blackwell Publish. Ltd., 2011. 529 p.
- Crystal, 2007 – Crystal D. How language works. Penguin Books, 2007. 500 p.
- Extended Rules... – Extended Rules for Commas. URL : https://owl.purdue.edu/owl/general_writing/punctuation/commas/extended_rules_for_commas.html

References

- Verbitskaya, M. V., Mindrul, O. S. (2015). *Angliyskiy yazyk : Prakticheskiy spravochnik dlya podgotovki YEGE: 10–11 klassy* [The English language: A practical guide for preparing the Unified State Exam: Grades 10–11]. Moscow : Astrel Press. (In Russ.).
- Valgina, N. S. (Ed.). (2002). *Sovremennyy russkiy yazyk* [Modern Russian] : A coursebook. Moscow : Logos Press. (In Russ.).
- Crystal, D. (2011). *A dictionary of linguistics and phonetics*. Blackwell Publish. Ltd.
- Crystal, D. (2007). *How language works*. Penguin books.
- Extended Rules for Commas. Retrieved from <https://owl.purdue.edu/owl/general_writing/punctuation/commas/extended_rules_for_commas.html>.

Zoya G. Proshina,
Lomonosov Moscow State University
Moscow, Russian Federation
proshinazoya@yandex.ru

Russian English: myth or reality?

Abstract

The paper discusses the status of Russian English as a legitimate variety and three 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. It is shown that even though our performance in the acrolectal context might be near-native, with only a slight accent, or even demonstrating an ideal native-like simulation, it is still Russian English due to our mindset. The paper 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.

Keywords: world Englishes, language globalization and localization, distinctive features of a variety, norm, variation, functioning, Russian English

© Proshina Z. G. 2021

For citation: Proshina, Z. G. (2021). Russian English: myth or reality? In S. V. Androsova (Ed.), *Proceedings of the 13th Far Eastern English Language Teachers' Association International Conference “Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement”* (pp. 88–95). Blagoveshchensk: Amur State University Press. https://doi.org/10.22250/LsLt.2021.88_95

Прошина Зоя Григорьевна
Московский государственный университет имени М. В. Ломоносова
г. Москва, Российская Федерация
proshinazoya@yandex.ru

Русский вариант английского языка: миф или реальность?

Аннотация

В статье рассмотрен статус русского варианта английского языка, его легитимность и мифы, связанные с восприятием этого термина. Для определения статуса английского языка в России детально рассмотрен термин «вариант языка» с социолингвистической, функциональной и системно-структурной позиций. Анализ показал, что даже если на акролектальном уровне у носителей русского языка, говорящих по-английски, отмечается лишь небольшой фонетический акцент, либо такового вовсе не отмечается, и произношение полностью соответствует тому, что характерно для носителя английского языка, это всё же русский вариант английского языка в силу национальной специфики русскоязычного мышления. Очевидно, что английский язык сегодня выступает не просто как системно-структурное образование со свойственными ему дистинктивными признаками, но как дополнительное ресурсно-коммуникативное средство межкультурного общения. В статье также затронуты прикладные аспекты значимости концепта «русский вариант английского языка».

Ключевые слова: мировые варианты английского языка, глобальность и локальность языка, дистинктивные признаки варианта, норма, вариативность, функционирование, русский вариант английского языка

© Прошина З. Г. 2021

Для цитирования: Proshina Z. G. Russian English: myth or reality? // Proc. of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement" / S. V. Androsova (Ed.). Blagoveshchensk: Amur State University Press, 2021. P. 88–95. https://doi.org/10.22250/LsLt.2021.88_95

1. Introduction

Though the World Englishes (WE) paradigm has been triumphantly acknowledged all over the world, many of us are still not sure what variety of English we use, and it is evident that this English is neither pure British nor American. Then what is it? When we are told that we speak Russian English, some of us get insulted, as for them the term itself sounds stigmatized – and this should not be so. Therefore, what I would like to discuss in this paper is the term “Russian English” and its status.

It has become common knowledge that English is no longer a monolithic homogeneous phenomenon. It has differentiated into varieties with its distinctive features that might be in common in some varieties and might differ from other varieties. When David Crystal, an outstanding popularizer of the English language and linguistics, was asked what he understands by a variety, his answer was:

Variety is “the kind of English I am going to encounter when I speak the language with fluent English speakers in Sweden, France, etc.” [Crystal, 2017, p. 330]. He does not mean the level of a beginner. Fluent English is spoken by an educated proficient user.

To continue his quote, varieties “express local identities and the forces that promote identity are by their nature in conflict with the forces that promote intelligibility” [Ibid.]. Here he touches upon the most essential part of the term variety – it is underpinned by a speaker’s linguacultural identity and symbolizes it. However, if these distinctive features are too thick and too intensified, they can interfere with intelligibility and can hinder intercultural communication. Therefore, our task as teachers is to get a balance.

Any language variety is a result of language and culture contacts. It is a tool to express a local culture and linguacultural identity of its users meaning that it is quite natural that we are recognized as Russians (or at least as Slavs) when we speak English. Consequently, Russian English is a sociolinguistic entity, typical of the Russian community (not only individuals). It is characterized by distinctive linguistic features due to our native language transfer and adjustment to and reflection of the Russian culture and mindset.

A variety is not a homogeneous entity. It is a cline, a continuum, which according to Braj Kachru, a father-founder of the paradigm, might be partitioned into three zones: acrolectal, mesolectal, and basilectal, differentiated by the type of context and degree of language proficiency [Kachru, 1983]. The *a c r o l e c t a l* zone represents standardized English used in a formal context by educated speakers whose pronunciation might have a slight accent which is considered to be absolutely natural and is the only way to give in their identity. The *m e s o l e c t a l* speech takes place in an informal context or sometimes in a formal situation when an educated speaker reduces control over speech (because of being tired, nervous or, quite the other way about, relaxed). It is not infrequent that Insufficient language competence is the major reason for all sort of deviations from the norm in the mesolectal use. The third zone is *b a s i l e c t*, or learner English testifying to an undeveloped language competence resulting in significant hybridization of English and the speaker’s native language. The three terms were borrowed from contact linguistics. When we speak of a variety, we speak of all the three lects, though the description of a variety is usually done based on the mesolect as a subvariety typical of an educated speaker and revealing most of the distinctive features that become features of a variety if they are typical, productive and systematic. We do not speak of a variety taking into account only basilectal features.

When we speak of a variety, we should also mind the dialectics of the social and individual. Russian English as a variety represents the average, generalized speech of the Russian community. It is a social phenomenon. At the same time varieties are “bundles of idiolects that share certain features” [Mollin, 2006, p. 43]. The individual makes part and parcel of the social. It is like Chinese yin and yang, inseparable though opposite aspects.

We usually speak of Russian English in the singular though probably, given that any variety is based on culture, and Russia is a multicultural country, we should use the term in the plural – Russian Englishes (as was done in the special issue of the World Englishes journal [Proshina, 2005]) – or by the singular we can imply an umbrella term corresponding to the translation equivalent российский.

Now we have come up to the major fallacies, or myths, related to understanding Russian English. Three of them are evident to point to:

- The variety is understood as equal to a model in education. (Do we speak British or American English, which are our models in teaching and learning?)
- The variety is taken for a pidginized basilect (Ruslish), «deficient» language with a great many mistakes.
- The variety is believed to always have its own standardized norms, and because of that there is no Russian English, as it has no norms of its own.

When we deny speaking Russian English, we reject it as an educational model, or ideal in teaching and learning English. But should we?

2. The myths

2.1. Myth 1

Though we tend to follow the patterns of British or American English, we don't have a British or American mindset or culture. And what we as teachers perform is producing Russian English underpinned by Russian mentality. In an acrolectal context, it might be a near-native performance, with only a slight accent revealing our Russian identity (though some of us might have an ideal simulation of intonation and sounds like those of native speakers of British, American, or, rarely, Australian English). But in fact, we remain Russians and our English is Russian, we also own it. A performance variety (and Russian English is a performance variety of Kachru's Expanding Circle [Kachru, 1985]) is objective reality. An ideal model is actually not the same as a performance variety. And we teach what we perform.

2.2. Myth 2

The second myth is that a variety is a deficient language, with lots of mistakes. However, let us reconsider the dynamics of any language development. In any language, even a native one, for its speakers, typical mistakes in use turn into socially productive systemic deviations from the norm. They look innovative when they become distinctive features of a variety. We all know that use dominates over norm and changes it. This happened, for example, with the British English noun form *data*, which first was considered as a plural, but the social use modified it into the singular form, which is now fixed by authoritative dictionaries, linguists and media. Similar changes in British English are characteristic of the noun *research* that used to be uncountable but nowadays can have a plural form, which is fixed by dictionaries, e.g., by “Lexico”, an online branch of the Oxford English dictionary. Even national varieties of English are changing their norms due to mass, typical, and productive use, nothing to say of non-native varieties.

The following scheme is characteristic of any variety: the spoken norm results from the use of educated speakers. The spoken norm gradually becomes a standard for written speech. And this causes changes in language system (see fig. 1). Varieties used differently

start to change in their systems and structures, which we find to be natural for national varieties (British, American, Canadian, Australian, New Zealand) but which we take skeptically when dealing with non-native varieties.

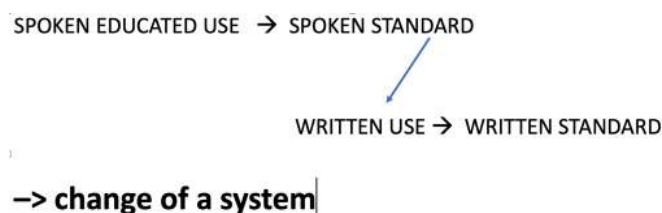


Figure 1. Development of language norms

For English varieties of the so-called Expanding Circle, such as Russian English, the distinctive features that differentiate this variety from others are not standard as yet, they are just typical deviating trends, typical and productive, resulting from the contact with the Russian language and reflecting the Russian mindset. They can be seen in all the structural levels of the language and might be called typical “mistakes” if used by uneducated speakers, but from the perspective of WE development, language change results from deviations that are used by educated speakers and considered to be distinctive features of this variety.

For Russian English, distinctive features in the phonetic level are as follows:

- devoicing consonants (*back – bag*);
- shortening vowels (*peat – pit*);
- lack of aspiration;
- intonation.

The most typical, though not only these, deviations in the grammatical level are

- lack or misuse of articles (*Do not lean **on** door*);
- substitution of left-positional attributive clusters by postpositional phrases with prepositions (*period of Old English* instead of *Old English period*);
- topicalization of the sentence object: *Mornings we usually spent at the beach.* (example from [Vapnyar, 2003, p. 52])

In the lexical level, Russian English is characterized by

- loan translations, or calques from Russian (*home task – домашнее задание*);
- new and changed meanings of words (*Hall = ‘shop’*: *Digital Hall, Sony Hall*; we regularly apply the words *science, scientific* to scholarly research in the humanities, which might seem odd in British and American English. For example, the translated title of the journal *Научные доклады высшей школы. Филологические науки* is *Scientific Essays of Higher Education*);
- coinages, or home-made words imitating Russian structures (*shoptour; groupmate*);
- culture-loaded words borrowed into English (*dacha, Kremlin*).

Probably, most tricky are discourse features that reveal our Russianness and we are often unaware of this:

- masculine orientation (*Modus of Man – Экзистенциальный модус человека* was the title of a philosophical journal. We tend to correlate nouns and pronouns of general meaning with the masculine pronoun: *Every student should hand in **his** paper on time...*);
- imperative constructions are heard too often in Russian speech (*It’s cold outside. Put on a warm hat*);
- impersonal structures are preferred to personal (*It is expected that they will come* will be used rather than *They are expected to come*; *It’s interesting to know* might be preferred to *I wonder*).

These are the most typical, though not exclusive, features of Russian English (not necessarily mistakes but Russian preferences). They are described in more detail in our collective monograph published by Cambridge University Press [Proshina, & Eddy, 2016]. They betray us as Russians when we speak or write English.

2.3. Myth 3

The third fallacy concerns the statement that a variety exists only if it has its own norms. In this case again the supporters of this myth actually speak about only national varieties of the so-called Inner Circle as developed by Kachru.

In fact, there are no languages and no varieties without norms. But norms are different. Kachru named Inner Circle Englishes as norm-providing as they have developed and codified their own norms, termed endonorms. Outer Circle Englishes are in the process of developing their own norms and they partly use new endonorms and partly exonorms of their former metropole. Expanding Circle Englishes (Russian English including) are norm-dependent, for they use norms of other Englishes that serve them as models, mostly British or American norms. But besides British or American norms, they might use codified standards of other Englishes if need comes (Australian – when Russian students study in Australian universities; Indian – when our engineers work side by side with Indian peers, etc.). We should also remember that the endonorms of the Inner Circle Englishes used to be once exonorms until they were codified, and this happened in different times: as we know from history, American norms were codified by Webster dictionary in the early 19th century, Australian and New Zealand norms became codified much later, only after World War II.

Codification of norms has actually meant complete legitimization of the varieties. Outer Circle Englishes are in the process of their norm-developing, which is well shown in the book “Standards of English: Codified varieties around the world” [Hickey, 2013].

Russian English has yet no norms of its own, but its exonorms do exist and their specificity is in their multiplicity and variability, which allows selection of language phenomena due to the necessity and context of use.

To complete codification, varieties should have either

1) authoritative (just like Language Academy which does not exist for English, unlike French) or

2) educational standardization (through grammars, textbooks, dictionaries).

But what is most important for Outer and Expanding Circle Englishes is

3) sociolinguistic / attitudinal codification, or recognition of a variety by its speech community,

4) and psychological codification on an individual level [Kachru, 1985].

Varieties of the Inner Circle have implemented lexicographic (educational) codification. Lexicographical work over Outer Circle Englishes has started. Both Inner Circle and Outer Circle varieties have extensively been described by linguists, and Expanding Circle Englishes are now also under description. We have serious linguistic works on European [Mollin, 2006 ; Görlach, 2007], Cyprus [Buschfeld, 2013], Dutch [Edwards, 2016], Russian [Proshina, & Eddy, 2016], Chinese [Bolton, 2006 ; Ivankova, 2009 ; Xu, 2010 ; Zavyalova, 2011], Japanese [Stanlaw, 2004 ; Seargeant, 2009 ; Seargeant, 2011], and Korean Englishes [Hadikin 2014].

2.4. Attitudinal readjustment needed

To recognize Russian English, we need “attitudinal readjustment” [Kachru, 1983, p. 85] of our speakers, teachers, and learners so that they do not look down at the term and take pride in their ability to express Russianness through English as a secondary means of

their self-identity, and this of course does not mean that we all have to speak with a Russian accent. We can successfully use acrolectal or mesolectal Russian English and not shy away from being a Russian speaking English.

What can we do to have Russian English recognized in our community?

- We can focus teaching and learning on forming intercultural communication skills rather than on precision of forms and structures; prescriptive methods of teaching are already giving way to functional or communicative approach.

- We should propagate acrolectal samples of ‘good’ Expanding Circle English of successful users.

- We are to be aware that a variety is a typical collection of discourse events and products, distinctive in linguistic features from culture to culture.

- We should explain our students the dynamics of a language development and change; speak on diverse varieties of English, i.e., we should focus on English as an International Language [Sharifian, 2009].

As a matter of fact, evolution of many varieties took way from the so called “cultural nationalism” to linguacultural identity, i.e., recognizing cultural specification expressed via their English language. To quote Gemino Abad, a Philippine poet,

“... We have our own way of thinking.

We have our own way of feeling,

by which we then use this language called English.

So that English is ours.

We have colonized it too” [Abad et al., 1997, p. 170].

In 1987, the Australian government adopted the National Policy on Languages which stated that “Australian English is a dynamic but vital expression of the distinctiveness of the Australian culture and an element of national identity” [Lo Bianco, 1987, p. 72]. That was the logical recognition of Australian English (rather than vague and ambiguous English in Australia) as a variety per se [Fritz, 2007]. Today, a similar way is characteristic of other Englishes of the Outer and Expanding Circle.

Neither do we have to think that in order to be recognized, a variety should be spoken in its standardized way by the entire population of a country. According to British sociolinguists, Standard British English is used only by 12% of the population [Trudgill, 1974]. American English is a home language of less than 80% of the US population; 8,6% of the Americans have limited English proficiency [2016 census]. In 2011, Australian English was a family language for only 76,8% of the population [Sawe, 2019]. According to 2016 Census, Canadian English is a native language for 58% of the population; it is a family language for about 75% of the population [Statistics Canada, 2017]. According to the Russian census, about 5% have a good command of English [2002–2010 census], while in the labor market, 80% of vacancies require English competence [Volkova, 2015]. In the 2020 Education First English Proficiency Index ranking, Russia took the 41st place (out of 100 countries) [EF EPI, 2020].

Though the number of proficient English speakers among Russians is not great, the language expands its functions within the country, forming thus both active and passive bilingualism [Rivlina, 2013]. When we speak of Russian English, its major functions are as follows:

- intercultural communication (interpersonal), English as a Lingua Franca (ELF);
- informative (in business, advertisement, mass media, science, research);
- instrumental (in education);
- creative (in fiction, mass culture, advertisement);
- decorative (used as a marker of social prestige) on clothes, in commercial signs, names of shops and other services.

Every decade witnesses the expansion of these functions. For example, the number of Russian authors writing in English today is increasing. Among them Maxim D. Shroyer, Mark Budman, Anya Ulinich, Lara Vapnyar, Olga Grushin, Gary Shteyngart, Ellen Litman, Irina Reyn, Kseniya Melnik, Sana Krasikov, Boris Fishman. Recently a book of stories by Tanya D. Davis was published in Moscow.

It is argued that today's English is used as an additional resource for creativity in Russia [Rivlina, 2015]. This functional aspect of sociolinguistics attracts more attention than the systemic description of the variety.

New problems lead to new challenges, including those in Applied Linguistics:

- Education witnesses a shift from EFL to teaching English as an international language. Principles, ways of teaching are under hot discussion. A huge problem is testing ELF/EIL.

- Intervarietal translation is a new theme in Translation Studies. Some of the problems of this type of translation are due to non-traditional correlation of Roman and Cyrillic letters (e.g., Chinese Chongqing – Чунцин, Xianggang – Сянган, Дуннин – Dongning; Japanese sushi – суси / суши?).

- Lexicographic issues are enormous: we need dictionaries of certain varieties, as well as bi-varietal and bilingual translated dictionaries.

3. Conclusion

To conclude, Russian English is a legitimate variety of the Expanding Circle. It is not a deficient language of its users. It has a selection of norms (for using as an education model). It is of sociolinguistic generalized nature. It reflects Russian culture and mindset, being a performance variety of educated Russians who mostly learn it through education in an artificial language setting. It is used as an additional resource for linguistic creativity.

Should we speak about “Russian English” or “English in Russia”? “Russian English” is a variety. However, when we say “English in Russia”, we can imply different varieties from any of Kachru's circles: all those who speak English while staying in Russia, both native speakers and non-native speakers. English in Russia suggests the idea of monolithic English, and this rejects its pluricentricity which is an undoubtful fact. The term “English in Russia” excludes Russian compatriots who live nowadays abroad and speak English in their new countries that have adopted them.

References

- 2016 census: Over 20 percent of U.S. residents speak a language other than English (20.09.2017). LanguageLine Solutions. Retrieved September 8, 2021 from <<http://blog.language.com/limited-english-proficient-census>>.
- Abad, G., Evasco, M., Pantoja-Hidalgo, C., & Jose, F. S. (1997). Standards of Philippine English: The writers' forum. In M. L. S. Bautista (Ed.), *English is an Asian language: The Philippine context. Proc. of the conference held in Manila on August 2–3, 1996* (pp. 163–176). Manila : The Macquary Library.
- Bolton, K. (2006). *Chinese Englishes: A sociolinguistic history*. Cambridge : Cambridge University Press.
- Buschfeld, S. (2013). *English in Cyprus or Cyprus English: An empirical investigation of variety status*. Amsterdam and Philadelphia : John Benjamins.
- Crystal, D. (2017). The future of new Euro-Englishes. *World Englishes*, 36 (3), 330–335. <https://doi.org/10.1111/weng.12266>
- Edwards, A. (2016). *English in the Netherlands: Functions, forms and attitudes*. Amsterdam and Philadelphia : John Benjamins.
- EF EPI (EF English proficiency index). 2020. Retrieved September 8, 2021 from <<https://www.ef.com/wwen/epi/>>.

- Fritz, C. W. A. (2007). *From English in Australia to Australian English: 1788–1900*. Frankfurt am Main : Peter Lang.
- Görlach, M. (Ed.). (2007). *English in Europe*. Oxford : Oxford University Press.
- Hadikin, G. (2014). *Korean English: A corpus-driven study of a new English*. Amsterdam / Philadelphia : John Benjamins.
- Hickey, R. (Ed.). (2013). *Standards of English: Codified varieties around the world*. Cambridge : Cambridge University Press.
- Ivankova, T. A. (2009). *Angliyskiy yazyk v Kitae: Regional'nye osobennosti* [English in China: Regional features]. Vladivostok : Far-Eastern University Press. (In Russ.).
- Kachru, B. B. (1983). Models for non-native Englishes. In L. E. Smith (Ed.), *Readings in English as an international language* (pp. 69–86). Oxford : Pergamon Press.
- Kachru, B. B. (1985). Standards, codification and sociolinguistic realism. The English language in the outer circle. In R. Quirk, & H. G. Widdowson (Eds), *English in the world: Teaching and learning the language and literatures* (pp. 11–30). Cambridge : Cambridge University Press.
- Lexico. Online OED. Powered by Oxford. Retrieved September 7, 2021 from <<https://www.lexico.com/>>.
- Lo Bianco, J. (1987). *National policy on languages*. Canberra : Australian Government.
- Mollin, S. (2006). English as a lingua franca: A new variety in the new expanding circle? *Nordic Journal of English Studies*, 5 (2), 41–57.
- Mollin, S. (2006). *Euro-English: Assessing variety status*. Tübingen : Narr Dr. Gunter.
- Proshina, Z. G., & Eddy, A. A. (Eds). (2016). *Russian English: History, Functions, and Features*. Cambridge : Cambridge University Press.
- Proshina, Z. G. (Ed.). Russian Englishes. Special Issue. *World Englishes*, 24 (4), 437–532.
- Rivlina, A. A. (2015). Bilingual creativity in Russia: English-Russian language play. *World Englishes*, 34 (3), 436–455.
- Rivlina, A. A. (2013). O nekotorykh osobennostyakh i lingvisticheskikh problemakh protsessa formirovaniya massovogo russko-angliyskogo bilingvizma [On some features and linguistic problems of the process of Russian-English mass bilingualism formation]. *Sotsial'nye i gumanitarnye nauki na Dal'nem Vostoke* [The Humanities and Social Studies in the Far East], 37 (1), 61–66. (In Russ.).
- Sawe, B. E. (2019). What languages are spoken in Australia? *World Atlas*. Retrieved September 8, 2021 from <<https://www.worldatlas.com/articles/what-languages-are-spoken-in-australia.html>>.
- Seargeant, P. (2009). *The idea of English in Japan: Ideology and the evolution of a global language*. Bristol : Multilingual Matters.
- Seargeant, P. (Ed.). (2011). *English in Japan in the era of globalization*. Basingstoke, Hampshire, and New York : Palgrave Macmillan.
- Sharifian, F. (2009). English as an international language: An overview. In F. Sharifian (Ed.), *English as an International Language. Perspectives and Pedagogical Issues* (pp. 1–18). Bristol : Multilingual Matters.
- Stanlaw, J. (2004). *Japanese English: Language and culture contact*. Hong Kong : Hong Kong University Press.
- Statistics Canada. Census in Brief. English, French and official language minorities in Canada. 2017. Retrieved September 8, 2021 from <<https://www12.statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016011/98-200-x2016011-eng.cfm>>.
- Trudgill, P. J. (1974). *The Social Differentiation of English in Norwich*. Cambridge : Cambridge University Press.
- Vapnyar, L. (2003). *There are Jews in my house*. New York : Anchor Books.
- Volkova, O. (15.11.2015). Rossiya stala 39- y iz 70 stran po pokazatelyu vladeniya angliyskim yazykom. *RBK*. Retrieved September 8, 2021 from <<https://www.rbc.ru/economics/03/11/2015/563866969a79474acfd69663>>. (In Russ.).
- Xu, Z. (2010). *Chinese English: Features and Implications*. Hong Kong : Open University of Hong Kong Press.
- Zavyalova, V. L. (2011). *Angliyskiy yazyk v Kitae: Osobennosti prosodicheskogo stroya* [English in China: Prosodic patterns]. Vladivostok : Maritime State University Press. (In Russ.).

Svetlana I. Savintseva
A. V. Zhirmunsky National Scientific Center of Marine Biology
Russian Academy of Sciences, Far Eastern Branch
Vladivostok, Russian Federation
s_savintseva@mail.ru

Compound terms: How to distinguish and interpret

Abstract

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 makes 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 through the communicative-functional approach. The findings thus obtained could be of interest both to those reading science and teaching it.

Keywords: compound terms, continuity, comprehension, typical types, nonfiction, the communicative-functional approach

© Savintseva S. I. 2021

For citation: Savintseva, S. I. (2021). Compound terms: How to distinguish and interpret. In S. V. Androsova (Ed.), *Proceedings of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement"* (pp. 96–100). Blagoveshchensk: Amur State University Press. https://doi.org/10.22250/LsLt.2021.96_100

Савинцева Светлана Ивановна
Национальный научный центр морской биологии им. А. В. Жирмунского ДВО РАН
г. Владивосток, Российская Федерация
s_savintseva@mail.ru

Термины-компози́ты: распознавание и перевод

Аннотация

Сложные слова, или композиты, широко распространены в различных языках и функциональных стилях. Одной из характерных сфер их функционирования является научная литература на английском языке. Изучение английских сложных слов имеет давнюю историю, однако лишь немногие исследования посвящены научной прозе (термин Н. М. Разинкиной). Кроме того, до сих пор нет общепринятого толкования термина «сложное слово» («компо́зит»). Поскольку цельнооформленность сложных слов не является единственным критерием для их отграничения от различных типов производных слов и словосочетаний, распознавание композитов может вызывать определённые сложности, что, в свою очередь, затрудняет их понимание. В данной статье делается попытка выявить типичные виды терминов-компози́тов в научной литературе, и, проанализировав их, предложить варианты перевода на основе коммуникативно-функционального подхода. Полученные результаты могут представлять интерес для тех, кто работает с научной литературой: исследователей в различных областях науки, переводчиков и преподавателей английского языка для профессиональных целей.

Ключевые слова: термины-композицы, цельноформленность, понимание, типичные виды, научная литература, коммуникативно-функциональный подход

© Савинцева С. И. 2021

Для цитирования: Savintseva S. I. Compound terms: How to distinguish and interpret // Proc. of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement" / S. V. Androsova (Ed.). Blagoveshchensk: Amur State University Press, 2021. P. 96–100. https://doi.org/10.22250/LsLt.2021.96_100

1. Introduction

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. Here we should mention the great contribution made by [Meshkov, 1986] who described various types of compounds and the structure of their meaning, and [Leichik, 2009] who studied terms and ways of their formation. However, 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 types of derivatives and collocations, recognition of these words may be a problem, which, in turn, makes their comprehension difficult. For the purposes of this presentation and with our students' perspective in mind we will consider compounds as "units made up of more than one word or root," as The New Shorter Oxford English Dictionary puts it [Brown, 1993]. It is one of the shortest and simplest definitions. Others may be quite informative to scholars and teachers but hardly practical for students. For example, this is the definition of compound from [Merriam-Webster]:

- 1a: a word consisting of components that are words (such as *rowboat*, *high school*, *devil-may-care*)
- b: a word (such as *anthropology*, *kilocycle*, *builder*) consisting of any of various combinations of words, combining forms, or affixes.

2. Compounds in nonfiction: Student's perspective. Typical patterns and strategies used for their analysis and interpretation

Students of the Foreign Languages Department are young researchers taking the mandatory English for Academic Purposes (EAP) course to prepare for obtaining their advanced degrees in science, and reading professional literature is a must for them. They are experts in various domains (Earth sciences, technical and natural sciences, medical and health sciences, etc.) with varying English proficiency levels. PhD students usually know or can recognize terms in their own fields of research and give their Russian equivalents. Nevertheless, postgraduates may face problems with terms that 1) are quickly coined in some pioneering areas or, on the contrary, are out-of-date, 2) are very specific (to a particular domain or to a particular scientific school), 3) belong to related sciences, or 4) may emerge at the interface of several disciplines. There is a name for such disciplines in Multitran marked as a neologism, namely, hyphenated sciences, though of course not all the names of such sciences are hyphenated compounds. More often than not these new and specific units are not codified, you cannot find them even in explanatory dictionaries, much less in the interlingual ones. The situation gets worse if terms are compounds.

It is obvious that not all compounds in scientific prose are terms. Quite a number of them are part of the general scientific vocabulary and of general English, for example, *the*

state-of-the-art, breakthrough, background (a trendy word in Russian now), etc. They may be not known, or misunderstood, or omitted but this will not prevent students from comprehending a text as whole. Quite another case is when terms are in question. An educated guess is always welcomed but only if it is truly educated and based on solid knowledge of the discipline under study and on some awareness of the language rules both in Russian and in English. Students should recognize a term, comprehend its meaning and be ready to give an accurate and adequate Russian equivalent. The latter task is not so easy as it may seem. Time changes, now Russian scientists are expected to present the results they obtain in international journals, in English, so young researchers often cannot find reliable publications in Russian to get acquainted with proper terminology.

One of my students once said, “You know, they just take any two or more words, combine them and here you are – you have a new term. The meaning of this term is readily understood, it is the sum of the meanings of the words involved”. This idea is quite popular even among educators, but this is not always the case. Besides, how can we say that this is a single term and not a word combination?

Therefore, we should provide our students with instrumental strategies to be used while dealing with this lexical phenomenon. For students’ convenience, most common types of compound terms are divided into three categories:

- 1) those that are difficult to recognize (especially if the terms are not codified) though their interpretation may not be a problem;
- 2) those that are easy to recognize, but the interpretation may be a challenge;
- 3) those that are easy to recognize and to interpret – at the first glance though it depends on the context.

Given below are just a few examples.

I. The first example is ‘the Phonon-Glass Electron-Crystal Approach’. Not surprisingly, we failed to find it in dictionaries, therefore we googled it to study its usage. These are titles of some articles and of a book chapter:

- The Phonon-Glass Electron-Crystal Approach to Thermoelectric Materials Research
- Phonon-glass electron-crystal behaviour by A site disorder in n-type thermoelectric oxides
- Phonon-glass electron-crystal thermoelectric clathrates: Experiments and Theory
- Utilizing the phonon glass electron crystal concept to improve the thermoelectric properties of combined Yb-stuffed and Te-substituted CoSb_3
- Demonstration of a phonon-glass electron-crystal strategy in (Hf,Zr)NiSn half-Heusler thermoelectric materials by alloying.

The underlined words are obviously a single unit because they are used in the same order, and this structural integrity is one of the characteristics of compounds. Then, this unit functions as an attribute to different nouns (*approach, behaviour, concept, strategy, and clathrates*), in the second example being one of two attributes. However, the fourth example shows no hyphenated parts of this compound and thus we may easily confuse it with... a N+N +...N combination where relations between the nouns may differ. So, to date there are at least two versions of writing this term in English. What is its Russian equivalent? And how shall we spell it? At this stage, students put forward their suggestions and check if such terms really exist.

Three versions were found on the websites of various institutions:

- Концепция “фононное стекло, электронный кристалл”
- Вырождение фазы “фононное стекло – электронный кристалл” (ФСЭК) в слоистых кристаллах...
- Создание высокоэффективного среднетемпературного термоэлектрического материала нового поколения типа “электронный кристалл – фононное стекло”

It is obvious that the same composite material is mentioned in all these examples though its names look slightly different.

To sum up, to deal with compounds of this group the students are recommended to look for examples of their usage in English, analyze the findings, suggest Russian equivalents, and check if they are correct both in their meaning and form.

II. In the following sentence we have two similar compound attributes:

- Lichen-rich communities in the Hulshorsterzand drift-sand area were studied in detail, both over 10 years of spontaneous succession on blowing sand, in blown-out depressions with gravel-rich sand and during succession after management.

They are readily distinguished and their meaning is quite clear:

- communities rich in lichens
- sand rich in gravel

What are their Russian equivalents? Again, dictionaries are of little help. As for the first one, [Multitran] provides us with similar compounds, *moss-rich* and *grass-rich*, translated as '*мишстый*' and '*травобильный*', respectively, but this analogy is hardly useful for it is impossible to coin something like the first word, and '*лишайникообильный*' is too awkward. A possible translation may be '*сообщества, богатые лишайниками*' or '*... сообщества, изобилующие лишайниками...*'.

The second compound term cannot be translated with '*богатый*', and the version '*с изобилием*' is inappropriate, either. Since the meaning of the term is '*смесь песка и большого количества гальки*' we could suggest '*... (заполненные) галькой с песком*', emphasizing the quantity of the stones in the sand. For this category of compound terms the strategy is different: based on one's expertise and/or analogies dictionaries can offer one suggests an equivalent that fits the Russian language standards and the scientific style.

III. One more example is the word *wetland*. Evidently, it consists of two words, wet and land. Quite a few Russian equivalents may crowd your head: '*сырой участок*', '*заболоченная территория*', '*заболоченное место*', etc. Is a dictionary necessary? Yes! It is a must if one comes across the word for the first time and/or it is used in the context not directly related to his or her area of research.

According to V. V. Sdobnikov, “Nowadays the communicative-functional approach dictates that any translation event must be viewed in the contest of a certain communicative situation with due account of the translation goal, needs and expectations of real or probable TT [target text – *author's note*] recipients (consumers), and the way the TT will be used by the text consumers in their substantive activity” [Sdobnikov, 2019, p. 298].

It is obvious that first Russian equivalents of the term in student's field of research should be checked. In this example it was Ecology, with two options: '*заболоченный участок*' and '*водно-болотное угодье*'. The student's choice was the latter one because “it better fits the context” as she said. Nevertheless, students are strongly encouraged to get acquainted with terms from related areas and examples of the term usage – to get better idea of the term and to become more confident in that their findings are correct, and to learn something new. In this particular case the following usage – in the field of Ecology – turned out to be unexpected [Multitran]:

treatment wetland	комплекс искусственных очистных водоёмов (an engineered sequence of water bodies designed to filter and treat waterborne pollutants found in storm water runoff or effluent Yuriy Melnikov)
-------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

To sum up, this group of compound terms, no matter how simple and transparent they may seem, should be treated with caution and the educated guesses should be confirmed by comparing them with units in dictionaries.

3. Conclusion

In conclusion, it should be noted that new developments in science and technology bring to life an increasing number of terminology in English and a large portion of them are compounds. To recognize and comprehend them is critical for researchers, but no less important is the ability to find appropriate Russian equivalents. This indeed may be a challenge but strategies based on the communicative-functional approach appear quite effective in the scientific discourse.

References

- Meshkov, O. D. (1986). *Semanticheskie aspekty slovoslozheniya anglijskogo yazyka* [English compounding: semantic aspects]. Moscow.
- Leichik, V. M. (2009). *Terminovedenie: Predmet, metody, struktura* [Terminology research: its subject, methods, and structure]. Moscow.
- Brown, L. (Ed.). (1993). *The New Shorter Oxford English Dictionary*. Clarendon Press, Oxford.
- Merriam-Webster [Electronic resource]. Retrieved May 13, 2021 from <<https://www.merriam-webster.com>>
- Sdobnikov, V. V. (2019). *Translation Studies Today: Old Problems and New Challenges*. Russian Journal of Linguistics, 23 (2), 295—327.
- Multitran Dictionary [Electronic resource]. Retrieved May 13, 2021 from <<https://www.multitran.com>>.

Resources

- https://link.springer.com/chapter/10.1007/978-3-662-04569-5_6
- <https://pubs.rsc.org/en/content/articlelanding/2017/ee/c7ee01510k#!divAbstract>
- <https://journals.aps.org/rmp/abstract/10.1103/RevModPhys.86.669>
- https://inis.iaea.org/search/search.aspx?orig_q=RN:46027956
- <https://pubs.rsc.org/en/content/articlelanding/2015/ta/c5ta04418a#!divAbstract>
- <http://www.el-techo.ru/tmods-210-1.html>
- <https://www.elibrary.ru/item.asp?id=32460110>
- https://rosatomcareer.ru/mediafiles/u/files/case/assets/doc/5/Cozдание_vysokoeffektivnogo_srednetemperaturnogo_TEM_novogo_pokoleniya_kei%CC%86s_ot_Giredmet.pdf

Svetlana M. Soboleva
Far Eastern Federal University
Vladivostok, Russian Federation
soboleva57_2010@mail.ru

Native accents of English: A means of social stratification

Abstract

Countries with English as the native language, demonstrate a close correlation between the accent and the social status of the speaker: social differentiation of pronunciation reflects social differentiation in the country. Among these nations, Great Britain stands out because there a person's phonetic style of speech plays an important role in shaping the social position, and vice versa, the social position predicates individual's phonetic stock. The higher the social status, the fewer deviations from the Received Pronunciation. RP is viewed as a prestigious accent of privileged population groups and is not restricted geographically, though originally it was associated with Oxford University. Non-native speakers of English are seldom, if ever, concerned about accent issues, whereas native speakers take accents of English as a powerful instrument of self-identity.

Keywords: Received Pronunciation, accentism, social mobility, accent prejudice, classism, protected characteristics, stereotype

© Soboleva S. M. 2021

For citation: Soboleva, S. M. (2021). Native accents of English: A means of social stratification. In S. V. Androsova (Ed.), *Proceedings of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement"* (pp. 101–106). Blagoveshchensk: Amur State University Press. https://doi.org/10.22250/LsLt.2021.101_106

Соболева Светлана Михайловна
Дальневосточный федеральный университет
г. Владивосток, Российская Федерация
soboleva57_2010@mail.ru

Английский язык внутреннего круга: средство социальной стратификации

Аннотация

В странах, где английский язык является родным, отмечается тесная корреляция между диалектом, на котором говорит человек и его социальным статусом: социальная дифференциация произношения отражает социальную дифференциацию в стране. Среди англоговорящих стран выделяется Великобритания, где стиль произношения носителя языка играет важную роль в формировании его положения в обществе, и наоборот, по положению носителя языка в обществе можно прогнозировать особенности использования им арсенала фонетических средств. Чем выше социальный статус, тем меньше в речи фиксируется отклонений от общепринятого британского произношения (RP). Будучи географически неограниченным (хотя изначально он имел отношение к варианту, на котором говорят в Оксфордском университете), RP по-прежнему рассматривается как вариант на, котором говорят привилегированные слои населения. Для не носителя языка региональный акцент редко имеет значение, в то время как для носителя языка он служит мощным средством самовыражения.

Ключевые слова: общепринятое британское произношение, дискриминация по признаку акцента, социальная мобильность, предрассудки относительно акцента, классовая дискриминация, сохраняемые признаки, стереотип

© Соболева С. М. 2021

Для цитирования: Soboleva S. M. Native accents of English: A means of social stratification // Proc. of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement" / S. V. Androsova (Ed.). Blagoveshchensk: Amur State University Press, 2021. P. 101–106. https://doi.org/10.22250/LsLt.2021.101_106

1. Introduction

Of all the levels of speech, it is the phonetic level that cultivates classism, i.e. a tendency to consider some forms of language "correct" as opposed to "incorrect". In addition to the linguistic message, the voice carries information about the speakers' territorial and social affiliation, their emotional state, their attitude to the interlocutor, utterance and situation in general. Intonation accounts for the physiological, mental, and intellectual characteristics of the speaker. Thus, language, especially oral speech, plays the leading role in creating stereotypes. These stereotypes are stable and tend to distortedly represent speakers of different social groups.

The factors associated with the pronunciation aspect of speech are decisive for the formation of negative stereotypes of speakers who practice unpopular accents or variants. According to recent research, 28% of Britons suffer from discrimination because they use types of pronunciation which are unpopular in British society [Sharma, 2019]. The problem looks so urgent that the leading British media address it at length: "Universities must act to eradicate discrimination against working-class students, including the mockery of regional accents, equality campaigners have said" [Parven, 2020]. A Guardian investigation has found widespread evidence of students at some of the country's leading universities being ridiculed over their accents and backgrounds, in some cases prompting them to leave education. In a series of Guardian interviews, students past and present reported bullying and harassment over their accents and working-class descent. Some said their academic ability was questioned because of the way they spoke" [Parven, 2020]. These data are supported by the British online platform "The Conversation" which aims at covering pressing social and scientific issues: "It is impossible for an Englishman to open his mouth without making some other Englishman despise him," George Bernard Shaw wrote in the preface to *Pygmalion* in 1913. Indeed, there are more accents per square mile in Britain than in any other part of the English-speaking world [Crystal D., Crystal B., 2014]. Recent headlines suggest that accent prejudice (or "accentism") is no relic of the past but continues to blight the university experience of many students. Even at northern universities, students from the north of England face commentary and ridicule for their accents" [Schmid et al., 2020].

The authors making this observation, Monika Schmid, Amanda Cole and Ella Jeffries, are practicing linguists. In their article they register an alarming state of things: "There is a hierarchy of accents in Britain which has changed little over the years. The accents of Britain's highest classes are seen as neutral, "accentless" and correct, while others are seen as divergent or inferior and are often stigmatised. As such, those who have "non-standard" accents are seen as legitimate and admissible targets for comment and judgement. They are also saddled with an apparent responsibility to change how they sound. The higher-class standard accent – "received pronunciation" – is consistently rated the highest on scales such as prestige and perceived intelligence. Such judgments continually reproduce and reaffirm social inequalities" [Schmid et al., 2020]. The greatest differences from the nationwide

accepted standard are manifested among workers both in rural areas and in industry which is an indicator of their sociocultural level.

2. Perceiving phonetic manifestation of an accent: A case study of Brummie

Unlike words and grammar structures which primarily represent intellectual and spiritual entities, the phonetic manifestation of the language is perceived physically and emotionally, thus evading the judgement of reason. Hearing this or that accent, the interlocutor immediately forms an idea of the speaker's personal qualities, "hangs a label". In general, for most Britons, this process is subconscious and deeply rooted. For example, Received Pronunciation is historically considered a standard-exemplary British accent and is associated with belonging to the upper class rather than to a specific region. "Received Pronunciation is only around 200 years old. It emerged towards the end of the 18th century as an upper-class accent, and soon became the voice of the public schools, the civil service, and the British Empire. When the BBC began broadcasting, in the 1920's its founder Lord Reith (a Scot) opted for RP as the BBC's voice on the grounds that it would be the most widely understood" [Crystal D., Crystal B., 2014].

Most other British accents are associated with various negative feelings and prejudices. For example, residents of industrial areas such as Birmingham (West Midlands) use the Brummie accent, which the British find unpleasant and uncivilized; those who speak it are considered uneducated. The prejudice against this regional accent is so persistent that it found a way into the works of classical English literature. For instance, in the well-known novel by John B. Priestley "Angel Pavement" first published in 1930, a character with most unpleasant manners and morals is a resident of Birmingham. The author spares no ironic comment to bring out his verbal inadequacy: "He wasn't a bad sort of chap really, but he was an absolute comic – didn't mean to be, y'know, didn't know he was funny – but he was, and Fred and the other fellows used to make game of him. To start with, he always talked, you see, with his mouth on one side... "Good evening, you people," said Fred, speaking in a queer voice and throwing his mouth round to the other side. "I'm Mister Snook-ums of Brum, and I'd loike you to understand that I'm the propreeotor of the Luxydrome Peecture Palaice, situated in one of our main thoroughfares of the city and built ree-gardless of expense. Hem!" Here Fred coughed in a silly way, with a quick movement of one hand to his mouth, a movement that nearly split the seams of the overcoat" [Priestley, 1974, p. 239–240]. The words "like" (loike), "proprietor" (propreeotor), "picture" (peecture), "palace" (palaice), and "regardless" (ree-gardless) were deliberately misspelt by Priestley so as to bring out the man's ridiculous pronunciation. Erratic accent of this personage – the "Brummie" – goes along with his bizarre facial expressions and gestures, thus contributing to eccentricity and impertinence. This is how an unhappy stereotype is shaped and supported nationwide. Priestley's phonetic observations were later supported by D. Crystal who as late as 2008 remarked that "when you notice a regional accent, what you are chiefly noticing are the way people pronounce their long vowels (in words like 'see', 'saw' and 'sue') and diphthongs (in words like 'say', 'so', 'sow', 'soy', and 'sigh')" [Crystal D., Crystal B., 2014].

Thus, compared with RP, Brummie has three distinctive differences:

- The diphthong [əʊ] in words like 'road', 'folk' and 'float' has a much more open onset, so that it sounds more like RP 'flout';
- The diphthong [aɪ] in words like 'mice' and 'dime' begins with a back and rounded quality, so that it sounds like [ɔɪ];
- The diphthong [aʊ] in words like 'loud' begins with a front and higher quality, so that it sounds more like [eʊ] in 'le-ood' [Crystal D., Crystal B., 2014].

“The Guardian” would suggest that “Silence could well be golden for ambitious Brummies, after research found that people with the distinctive nasal Birmingham accent were seen as stupid... Surveys have shown that a lot of people associate Birmingham with criminal activity, and they associate criminal activity with low intelligence” [Batty, 2008]. “The Guardian” referred to an investigation carried out in the early 2000s into dialect and perceived intelligence. The study revealed that Britons are inclined to find “that people who said nothing at all were more intelligent than those with a Brummie accent. The average intelligence ratings given by the study participants, out of 10, were: Yorkshire: 6.71; RP: 6.67; silence: 5.99; and Birmingham: 5.6.” [Batty, 2008].

It is noteworthy that the opinions about the sound of different accents differ between native English speakers and foreigners. In 2003 Professor Stephen Thorne of the University of Birmingham conducted a perceptual study of 20 accents of the English language. The survey showed that native English speakers find the Brummie accent the most unattractive to the ear, while non-native speakers, on the contrary, believe that this accent is “cool”, “pleasant”, and “charming” [Thorne, 2003].

Though Brummie accent is not popular in Great Britain, non-native speakers are ready to give it a hearty welcome and prefer it over well-advertised RP. They find Brummie mellifluous and soft. The reputable authors and language experts David and Ben Crystal suggest that there are bonuses in speaking Brummie. “In Britain, during the 20th century, thanks to the way it was portrayed on radio and television, the Brummie accent picked up all kinds of negative attitudes. But abroad, it’s perceived in a very different way. Once, in a summer school for foreign learners of English, I played the students a dozen British accents and asked them to rate them for beauty. Brummie came top” [Crystal D., Crystal B., 2014].

It is interesting that William Shakespeare used the archaic form of Brummie to write his great works. According to a study by the British Library, RP is actively used in teaching English to foreigners, but the 2019 estimates reveal that only 3% of UK residents speak it [Robinson, 2019]. British psycholinguistics seems to have developed time-tested methods of investigating links between the sounding speech and its perception – as early as 1970 a well-reputed journal “Educational Review” published an article “Evaluative Reactions to Accents” by Howard Giles, professor at the University of Bristol, Department of Psychology. The author focused primarily on the “technique to study stereotyped impressions of personality characteristics from contrasting spoken dialects and languages” [Giles, 1970].

Dialectologists and media corporations conduct a significant amount of research in order to find out why people have this or that opinion about the sounding of different accents. Most often, participants in the experiment highly rate speakers with Received Pronunciation, since this accent is associated with high levels of intelligence, self-confidence, independence and rapid career growth. The South Welsh accent is perceived by listeners as sincere, the Yorkshire accent is found reliable, and the Brummie accent is associated with crime and criminality [Batty, 2008].

Current headlines suggest that accent prejudice does not disappear, but rather intensifies: “UK’s top universities urged to act on classism and accent prejudice” [Parveen, 2020 a], “It’s had a lasting impact: students on being bullied over their accents” [Parveen, 2020 b], “British people still think some accents are smarter than others – what that means in the workplace” [Sharma, 2019].

Some students’ experiences are very depressing and make one wonder how they managed to get their degrees at all. Rachael Drew, 35, from Scarborough, studied drama and theatre arts at Queen Margaret University in Edinburgh: “‘You’ll never get anywhere talking like that, it makes you sound stupid. You need to try and flatten your Yorkshire accent.’ That was a member of staff in my third year of university. I tried to not to cry, and sort of managed,

crumbling completely when I left the room. What could I say to that? They must be right. They knew what they were talking about... I can still hear her clipped received pronunciation echoing in my ears” [Parveen, 2020 b].

Nina White, 26, from Stockton-on-Tees, studied English and theatre at the University of Warwick: “It sounds ridiculous, but I only realised I had what people regarded as a strong regional accent when I first began my undergraduate studies. Mocking of my accent was immediate and I was shocked at the perceptions of people from the north-east. The perception of me was that if I had a drink, I would become aggressive and scrappy, and this was all because I was from the north. These little experiences made me feel like I did not belong at my university, that I’d gotten there by mistake. A feeling of otherness, imposter syndrome. At Teesside University, where I am completing a PhD, there is a huge proportion of local students and staff too, which is so refreshing and reassuring. Here I am no different. I am at home.” [Sharma, 2019]

Regardless of whether the speaker is a native speaker of English or not, only 30 milliseconds (i.e., the word “Hello”) are enough for the interlocutor to gain an idea of the speaker’s ethnicity, background and to draw conclusions about some personality qualities. This is the exercise that young children learn to perform as they gain experience of communication. “A study of children’s social preferences based on speaker’s regional accent found that 9- and 10-year-olds reliably identified regional accents, and preferred speakers from their native dialect region, whereas not all 5- and 6-year-olds could identify the regional accents of their home region, or express social preferences based on a speaker’s accent” [Beck, 2016].

The research recently conducted in York, UK reveals that preschool children “discriminate between different groups of speakers based on their pronunciation of phonological regional variables diagnostic of the North and South of England... children are able to interpret variation as socially meaningful” [Jeffries, 2019].

The universities and unions of students may be working hard to improve the situation, but the reality is disappointing. Christopher Burden, 24, from the Black Country (the West Midlands) studied modern languages at the University of Birmingham. His experience of university was a constant barrage of abuse from students and staff who were verbally disapproving of his mild but noticeable Black Country accent. Christopher reveals that “this manifested itself in various ways. Staff on more than one occasion said ‘we don’t normally get your type here’ or ‘perhaps you could try and fit in’. The whole demoralising episode has had a lasting impact. It knocked my confidence and I began trying to hide my accent. I have always been proud of where I am from but the kind of people that mocked me at university are the kind of people that will be recruiters for jobs. It has inhibited me, definitely” [Parveen, 2020 b].

Having been born and raised in one of the so-called inner-circle countries – as David Crystal termed the United Kingdom, the United States, Canada, Australia, New Zealand, and Ireland – is not enough to succeed on the social or career ladder. In the present-day gender, age, religion, and sexual identity are included in the list of protected characteristics, which means that in the UK it is illegal to judge a person as a prospective employee or student on the basis of the above qualities. Accent is not in this list. Though much research is being conducted in Britain to ensure unbiased attitude to all British accents – some linguists count as many as 38 accents of English in the UK alone – surveys prove that Britons still think that some accents are smarter than others [Sharma, 2019]. Prestigious RP has retained its high social status and there is no reason why it should lose it in future.

With the English language being a global lingua franca, it is an easy guess-game to foresee how strong the English people’s rejection of non-native pronunciation might be considering their intolerance of their country residents’ accents. A foreign accent as a result of phonetic interference is an “alien” quality of oral speech, which usually causes a negative reaction of native speakers.

3. Conclusion

This paper aimed to perform literature analysis on the correlation between an English accent reflected primarily in pronunciation and a speaker's social status. The analysis showed that despite the fact that discrimination is illegal in the UK, “wrong” accent (other than RP) is still a reason for bullying and mockery. The case study of attitude to Brummie performed by dialectologists and media corporations discovered that the accent is perceived by many British native speakers as unpleasant and uncivilised while RP is still a key to success in studies and career growth.

The study has shown that prestige vs contempt for certain English accents is not an issue to wave away as something insignificant and bizarre. It should certainly be taken into account when designing curricula for non-native students of English concerning the accent they should be taught to speak.

References

- Batty, D. (2008). Yorkshire named top twang as Brummie brogue comes bottom. *The Guardian*. Retrieved September 9, 2011 from <<https://www.theguardian.com/uk/2008/apr/04/6>>.
- Beck, E. (2016). What it means to be an outsider: How exposure to regional variation shapes children's awareness of regional accents in their native language. *Awareness and Control in Sociolinguistic Research* (pp. 104–122). Cambridge University Press. <https://doi.org/10.1017/CBO9781139680448.007>
- Crystal, D., Crystal, B. (2014). Revealed: Why the Brummie accent is loved everywhere but Britain (and five other things you didn't know about British accents). *MailOnline*, Retrieved August 4, 2021 from <<https://www.dailymail.co.uk/femail/article-2779725/Revealed-Why-Brummie-accent-loved-Britain-five-things-didn-t-know-British-accents.html>>.
- Giles, H. (1970). Evaluative Reactions to Accents. *Educational Review*, 22, 211–227.
- Jeffries, E. (2019). Preschool children's categorization of speakers by regional accent. *Language Variation and Change*, 31(3), 329–352. <https://doi.org/10.1017/S0954394519000176>
- Parveen, N. (2020 a). UK's top universities urged to act on classism and accent prejudice. *The Guardian*. Retrieved September 3, 2021 from <<https://www.theguardian.com/education/2020/oct/24/uk-top-universities-urged-act-classism-accent-prejudice>>.
- Parveen, N. (2020 b). 'It's had a lasting impact': students on being bullied over their accents. *The Guardian*. Retrieved August 2, 2021 from <<https://www.theguardian.com/education/2020/oct/24/its-had-a-lasting-impact-students-on-being-bullied-over-their-accents>>.
- Priestley, J. B. (1974). *Angel Pavement*. Moscow : Progress Press.
- Robinson, J. (2019). *Received pronunciation*. Retrieved August 5, 2021 from <<https://www.bl.uk/british-accent-and-dialects/articles/received-pronunciation>>.
- Sharma, D. (2019). British people still think some accents are smarter than others – what that means in the workplace. *The Conversation*. Retrieved October 12, 2021 from <<https://theconversation.com/british-people-still-think-some-accent-are-smarter-than-others-what-that-means-in-the-workplace-126964>>.
- Schmid, M., Cole, A., Jeffries, E. (2020). Accentism is alive and well – and it doesn't only affect the north of England. *The Conversation*. Retrieved September 15, 2021 from <<https://theconversation.com/accentism-is-alive-and-well-and-it-doesnt-only-affect-the-north-of-england-148825>>.
- Thorne, S. (2003). *Birmingham English: A sociolinguistic study*. PhD thesis. Retrieved July 11, 2021 from <<https://ethos.bl.uk/OrderDetails.do?uin=uk.bl.ethos.402460>>.

Yanina V. Streke, Svetlana V. Androsova
Amur State University
Blagoveschensk, Russian Federation
y.streke@yandex.ru

Weak forms of words in socio-political discourse (Based on female speech)

Abstract

The present paper aims to study weak forms of Russian words in female speech of subjects with high level of education and experience in public speaking on social and political issues. We 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 natural modifications and elisions often followed by liaison. According to the connected speech processes that the most frequently used weak forms underwent they were classified into special groups: vowel omissions, consonant omissions, syllable omissions and some vowel and consonant modifications. It was found that the subjects showed similar tendencies of modification ranks although the distribution details differed. The speaker with the highest articulation rate had the highest percentage of weak forms. The outlook for further study includes better balance of the material and the investigation of male speech for possible gender-dependent variation.

Keywords: fluent speech, weak forms, phoneme natural modifications, synchronic phoneme alternations, omissions, acoustic analysis

© Streke Ya. V., Androsova S. V. 2021

For citation: Streke, Ya. V., Androsova, S. V. (2021). Weak forms of words in socio-political discourse (Based on female speech). In S. V. Androsova (Ed.), *Proceedings of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement"* (pp. 107–112). Blagoveshchensk: Amur State University Press. https://doi.org/10.22250/LsLt.2021.107_112

Стреке Янина Викторовна, Андросова Светлана Викторовна
Амурский государственный университет
Благовещенск, Российская Федерация
y.streke@yandex.ru

Слабые формы слов в общественно-политическом дискурсе (на материале женской речи)

Аннотация

Целью настоящей статьи является изучение слабых форм русских слов в женской речи. Дикторами выступили высокообразованные женщины, имеющие опыт публичных выступлений на социальные и политические темы. Был проведён акустический анализ образцов речи, полученных от трёх дикторов. В результате были обнаружены слабые формы как знаменательных частей речи, так и служебных слов, образованные вследствие различных модификаций фонем и элизии. Обнаруженные слабые формы были разделены на группы в зависимости от естественных фонетических процессов связной речи, приведших к их образованию: выпадения гласных, выпадения согласных, пропуски слогов и некоторые модификации гласных и согласных. Выявлено, что соотношение модификаций и выпадений было схожим у трёх дикторов, хотя конкретные пропорции отличались. Также обнаружено, что у диктора с самым высоким

темпом артикуляции наблюдалось самое большое количество слабых форм. Перспективу исследования составит более тщательная балансировка материала и изучение слабых форм в речи мужчин для выявления гендерной обусловленности слабых форм.

Ключевые слова: беглая речь, слабые формы, модификации фонем, выпадения фонем, живые фонетические чередования, акустический анализ

© Стреке Я. В., Андросова С. В. 2021

Для цитирования: Streke Ya. V., Androsova S. V. Weak forms of words in socio-political discourse (Based on female speech) // Proc. of the 13th Far Eastern English Language Teachers' Association International Conference "Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement" / S. V. Androsova (Ed.). Blagoveshchensk: Amur State University Press, 2021. P. 107–112. https://doi.org/10.22250/LsLt.2021.107_112

1. Introduction

It is a matter of common knowledge that media discourse attracts a considerable number of linguists engaged in various aspects of its study. It can be defined as a derivative of discourse as a whole – the product of speech-thinking activities implemented in the space of mass media [Uvarova, 2015]. An integral part of this discourse is political discourse. In this paper, it is viewed precisely in a broad understanding and in a real dimension. The focus of this research is weak forms of words in the personal socio-political media discourse.

Weak phonetic forms of words in different languages have been attracting linguists attention for a long time. According to A. Martinet, the appearance of these forms is directly related to the law of economy of pronouncing efforts [Martine, 1960] in its complex understanding [Stanovaya, 2016]. Weak forms were studied on the material of different languages. Thus, in English, in addition to the classical weak form with a neutral vowel (e.g., and [ənd] and many others), shown by D. Jones [Jones, 1969], there have been other weak forms with phonemic and syllabic structure alternate canonical, particularly, found in spontaneous speech of educated speakers of Standard American English: you [jɪ], [ɪ]; where [wə]; problem [prəbm]; correct [krɛkt], [krɛk]; popular [pəblə-]; probably [prəli]; very [və-], etc. [Androsova, 2015, p. 9]. As can be seen from the examples given, in many of these forms, in addition to vowel and consonant quality modifications that trigger the replacement of canonical phonemes with others (for classical cases denoted by the term "alternations"), there were single or multiple cases of phoneme omission. In Chinese, weak forms were addressed in [Tseng, 2005 ; Li, Androsova, 2019]. For Russian, [Bondarko et al., 1988, p. 240–245] compiled a dictionary of frequent words in their full and weak forms.

Weak forms in socio-political discourse have not yet been studied, and since it assumes the speaker's desire to convince the listener of his / her point of view, it is logical to expect a contrast between more clearly articulated words that carry important information and less clearly articulated words that do not carry such information. It was expected that fast speech rate and the lack of prosodic prominence would lead to serious changes in the sound pattern of these words forming their non-canonical models. To prove this hypothesis, an acoustic study was performed.

2. Experiment

2.1 Methodology and Material Description

We performed an acoustic study of oral speech of three female subjects (ZNS-f, YuL-f, YeSh-f), aged 42, 54, and 66 at the time of recording. They are specialists in socio-political issues who regularly speak in public, all the three with academic degrees.

First subject – YuL-f (born in 1966), PhD in Philological Science. Second subject – ZNS-f (born in 1954), Doctor of Geographical Sciences, Professor. Third subject – YeSh-f (born in 1978), PhD in Political Sciences. According to the opinion of 3 experts, linguists and native speakers of Russian, who listened to the speech samples, these samples present Standard variety of Russian.

The total duration of the speech samples was 2 hours 15 minutes 51 seconds (D1 – 48 minutes 48 seconds; D2 – 36 minutes 8 seconds; D3 – 50 minutes 55 seconds). The transcripts were obtained from the official Internet site of "The Echo of Moscow".

The topics of the programs included current social and political issues of modern society. Among them:

- financial support for single mothers;
- problems with correctional institutions maintenance and prisoners employment;
- the concept of “freedom” in civil society;
- times of reforms, Stolypin reforms;
- tax policy;
- problems of corruption;
- issues of public procurement;
- insurance claims and compensation;
- aspects of the functioning of state-owned corporations;
- national policy;
- budget policy;
- problems of sports development;
- problems hindering industrial growth;
- development of social infrastructure projects;
- implementation of national projects;
- migration issues;
- national security issues;
- issues of consumer ability of the population and others.

The acoustic study was performed in PRAAT version 5.4.15 [Boersma, Weenink, 2016]. During acoustic analysis, weak forms of words were identified and then dynamic spectrograms of the selected weak tokens were obtained. The reasons for selection were deviations from a word canonical phonemic pattern. PRAAT was also used to calculate the articulation rate (without pauses) for each speaker.

2.2. Results

The speakers' articulation rate varied within 6,75–8,33 syllables per second (YuL-f 7.7 syl. per sec., ZNS-f 6,75 syl. per sec., YeSh-f 8,33 syl. per sec.). The total of 458 weak forms were identified. Table 1 shows the number and percentage of weak forms among all the words in the subjects' speech.

Table 1. Number of weak forms among all the words in ZNS-f, YuL-f, YeSh-f

<i>Subject</i>	<i>Total words</i>	<i>Number of weak forms</i>	<i>Portion of weak forms in the sample</i>
<i>YeSh-f</i>	6803	227	3,33 %
<i>YuL-f,</i>	6213	146	2,35 %
<i>ZNS-f</i>	3351	85	2,53 %

As can be seen from the table, the following results were obtained for each subject. In the speech of YeSh-subject 227 weak forms were found, in the speech of YUL-f, 146 weak forms were found, and in the speech of ZNS-f, 85 weak forms were found.

These weak forms were further classified into groups according to natural modifications they underwent:

- vowel quality reduction
- consonant substitutions;
- omission of 1 vowel;
- omission of 1 consonant;
- omission of several segments.

Table 2 shows the distribution of modifications for each subject.

T a b l e 2. **Modifications distribution**

Modification type	YeSh-f	YuL-f	ZNS-f	Total
Vowel reduction	39	37	28	104
Consonant alternations	30	9	7	46
1 vowel omission	36	20	21	77
1 consonant omission	49	29	24	102
Multiple omissions	89	47	50	186

Below, vowels and consonants modifications are shown for each speaker with examples and their acoustic transcription using IPA.

In YeSh-f:

- vowel quality reduction: 39 occurrences, e.g., [sɪ'fɪn] for *совершенно* 'entirely', [ʔʃə'tʌ] for *считай* 'count', etc.;
- consonant substitutions: 30 occurrences, e.g., [fə'nɪt] for *понимаете* 'you understand', [moʃt] for *может* 'can', etc.;
- omissions of:
 - a) 1 vowel: 36 occurrences, e.g., [pftə'rɪu] for *повторю* 'repeat', [kə'torə] for *которые* 'which' etc.;
 - b) 1 consonant: 49 occurrences, e.g., [nɪ'buəm] for *не будем* 'we won't', ['skokl] for *сколько* 'how much/many', etc.;
 - c) several segments simultaneously: 89 occurrences, e.g., [ʔtʃɪm] for *при чём* 'so this', [zɛʃɪ] for *значит* '(I) mean', etc.

In YuL-f:

- vowel quality reduction: 37 occurrences, e.g., [sɪ'fɪn] for *совершенно* 'entirely', [ʔʃə'tʌ] for *считай* 'count', etc.;
- consonant substitutions: 9 occurrences, e.g., ['pɪdɪ] for *понимаете* 'you understand', [moʃt] for *может* 'can (be)', etc.;
- omissions of:
 - a) 1 vowel – 20 occurrences, e.g., [ɪ'mem] for *имеем* '(we) have', [kə'torə] for *которые* 'which', etc.;
 - b) 1 consonant: 29 occurrences, e.g., [ɛt] for *вот* 'here it is', ['skokl] for *сколько* 'how much', etc.;
 - c) several segments: 47 occurrences, e.g., ['sɒbsnə] for *собственно* 'actually', [sɪ'fɪn] for *совершенно* 'entirely', etc.

In ZNS-f:

- vowel quality reduction: 28 occurrences, e.g., [kɛ 'tɪr] for *который* 'which', [tɛs'] for *то есть* 'so', etc.
- consonant substitutions: 7 occurrences, e.g., ['pɪdɪ] for *понимаете* 'you understand', [moʃt] for *может* 'can', etc.
- omissions of:
 - a) 1 vowel: 21 occurrences, e.g., [moʃt] for *может* 'can', [duʃ] for *да уж* 'oh, gosh', etc.;
 - b) 1 consonant: 24 occurrences, e.g., ['jɛsɪ] for *если* 'if', ['tɔkɫ] for *только* 'only', etc.;
 - c) several segments: 50 occurrences, e.g., [pə'ʒɫs] for *пожалуйста* 'please', [ptvʃ] for *потому что* 'because', etc.

2.3. Discussion

The obtained results clearly prove that, judging by the subjects' sociolinguistic parameters, weak forms are not an indicator of poor education, neither they are an indicator of slang or dialect. According to N. V. Bogdanova-Beglaryan, "The majority of native speakers when speaking reduce as naturally as they walk or breathe, never thinking about the process itself" [Bogdanova-Beglaryan, 2014, p. 8].

The results showed a significant number of weak forms not only for functional words, but also for a number of meaningful (or notional) words as a consequence of phoneme natural modifications and their omissions, often with subsequent syllable contraction.

Vowel quality reduction can lead to the realization of one vowel phoneme instead of another: /a/ instead of /o/, /i/ instead of /e/. This, according to L. V. Bondarko and her followers, refers to synchronic (as opposed to diachronic) phonetic alternations [Bondarko, 1998, pp. 171–187 ; Popov, 2014, pp. 143–144]. It should be noted that in the material, not only unstressed but also stressed vowels (bearing lexical stress) underwent drastic quality reduction within the parts of utterances without prosodic prominence and this replicates the results obtained previously by [Bondarko, 1981, p. 160]. Modifications of consonant quality lead to consonant synchronic alternations. As seen from the obtained data, both vowels and consonants could be omitted. In all the three subjects, multiple omissions from a word were more frequent than single omissions (of either 1 vowel or 1 consonant), which is argued to be a result of fast speech rate due to the analyzed discourse specifics.

One can easily see that the speaker with the highest articulation rate (YeSh-f 8,33 syl. per sec.) had the highest percent of weak forms, however, the speaker with the slowest rate (ZNS-f 6,75 syl. per sec.) did not have the least amount of weak forms. In all the three speakers, there were more consonant than vowel modifications, and there were more multiple omissions than 1 phoneme omissions, although the proportions were not identical.

3. Conclusion

This study aimed to investigate weak forms in fluent speech of three subjects speaking professionally about social and political issues. As a result, 458 weak forms were found. First, there was a dependency of the subject's articulation rate and the percentage of weak forms out of all word forms pronounced by the speaker. However, due to imbalance of the number of words realized (twice less for ZNS-f than for the other two subjects), the correlation is not clear enough.

Second, the speakers demonstrated similar tendency of modification types ranks, although the exact proportions were different: multiple omissions were the most frequent (Rank 1), vowel alternations were more frequent than consonant alternation. Third, the number of weak forms and the variability of their phonemic patterns in the subjects speech

whose social status and education level are high prove that weak forms are natural and common for many speakers of Russian.

The outlook for further study will include better balance of the material and addressing male speech to see if there is any dependence of the number and phonemic patterns of weak forms on the gender.

The study has shown that prestige vs contempt for certain English accents is not an issue to wave away as something insignificant and bizarre. It should certainly be taken into account when designing curricula for non-native students of English concerning the accent they should be taught to speak.

References

- Androsova, S. V. (2015). Nekanonicheskie fonologicheskie modeli morfem i slov v russkom i angliyskom yazykakh [Non-canonical models of morphemes and words in Russian and English]. *Teoreticheskaya i prikladnaya lingvistika* [Theoretical and Applied Linguistics], 1, 5–15.
- Boersma P., Weenink D. (2016). *Praat: Doing phonetics by computer* (Version 5.4.15) [Computer Program]. Retrieved April 7, 2016 from <<https://www.fon.hum.uva.nl/praat>>.
- Bogdanova-Beglaryan, N. V. (2014). Pragmatemy v ustnoy povsrednevnoy rechi: opredelenie ponyatiya i obshchaya tipologiya [Pragmatic items in everyday speech: Definition of the concept and general typology]. *Vestnik permskogo universiteta. Zarubezhnaya filologiya* [Perm University Herald. Russian and Foreign Philology], 3 (27), 7–20.
- Bondarko, L. V. (1998). *Fonetika sovremennogo russkogo yazyka* [Modern Russian phonetics]. St Petersburg : St Petersburg University Press.
- Bondarko, L. V. (1981). *Foneticheskoe opisanie yazyka i fonologicheskoe opisanie rechi* [Phonetic description of language and phonological description of speech]. Leningrad : Leningrad State University Press.
- Bondarko, L. V., Verbitskaya, L. A., Zinder, L. R. et al. (1988). *Fonetika spontannoy rechi* [Phonetics of spontaneous speech]. Leningrad : Leningrad State University Press.
- Jones, D. (1969). *An Outline of English Phonetics*. 9th ed. Cambridge : Heffer [1st ed. 1918].
- Li, Y., Androsova, S. V. (2019). Foneticheskie osobennosti slov v ikh obychnykh funktsiyakh i v kachestve slov-parazitov (na materiale kitayskogo yazyka) [Phonetic patterns of words in their ordinary functions and as parasite words (Based on Chinese)]. *Teoreticheskaya i prikladnaya lingvistika* [Theoretical and Applied Linguistics], 5 (3), 99–116. (In Russ.).
- Martinet, A. (1960). *Princip ekonomii v foneticheskikh izmeneniyah (Problemy diahronicheskoy fonologii)* [The economy of phonetic changes. A treatise in diachronic phonology]. Moscow : Inostrannaya literature Press.
- Popov, M. B. (2014). *Fonetika sovremennogo russkogo yazyka* [Modern Russian phonetics]. St Petersburg : St Petersburg University, Philological Faculty Press.
- Stanovaia, L. A. (2016). Eshchy raz k voprosu o printsipe yazykovoy ekonomii [Addressing the principle of linguistic economy again]. *Teoreticheskaya i prikladnaya lingvistika* [Theoretical and Applied Linguistics], 2 (4), 50–75.
- Tseng S. (2005). Syllable contractions in a Mandarin conversational dialogue corpus. *Int. J. Corpus Linguist*, 10 (1), 63–83.
- Uvarova, E. A. (2015). Mediatekst i mediadiskurs: k probleme sootnosheniya ponyatij [Mediatext and mediadiscourse: The problem of their correlation]. *Vestnik Moskovskogo gos. obl. un-ta. Ser. 'Lingvistika'* [Bulletin of the Moscow Region State University. Series: Linguistics], 5, 47–54.

Our authors

- Svetlana V. Androsova*, Doctor of Philology, Professor, Amur State University, Blagoveshchensk, Russian Federation, email: androsova_s@mail.ru
- Tatiana V. Anikhovskaya*, PhD in Linguistics, Associate professor, Blagoveshchensk State Pedagogical University, Blagoveshchensk, Russian Federation, email: taniho@inbox.ru
- Anastasia V. Arkharova*, PhD in Linguistics, Associate professor, Blagoveshchensk State Pedagogical University, Blagoveshchensk, Russian Federation, email: anastasia-c@yandex.ru
- Ekaterina Yu. Bazhenova*, PhD in Linguistics, Associate professor, Amur State University, Blagoveshchensk, Russian Federation, email: bazhenova@list.ru
- Svetlana V. Basanskaya*, teacher, Secondary School № 1, Svobodnyy, Russian Federation, email: svet83@inbox.ru
- Svetlana V. Derkach*, PhD in Linguistics, Associate professor, Amur State University, Blagoveshchensk, Russian Federation, email: svetich_d2000@mail.ru
- Yulia P. Ivanashko*, PhD in Linguistics, Associate Professor, Department of Foreign Languages, Amur State University, Blagoveshchensk, Russian Federation, email: polia-80@mail.ru
- Veronika G. Karavaeva*, PhD in Linguistics, Senior lecturer, Moscow City University, Moscow, Russian Federation, email: karavaeva.vg@yandex.ru
- Ekaterina K. Karavanova*, PhD in Linguistics, Associate Professor, Far Eastern State Transport University, Khabarovsk, Russian Federation, email: karavanova2003@mail.ru
- Nataliia B. Kozhina*, Associate Professor, Far Eastern Federal University, Vladivostok, Russian Federation, email: nataliakozhina45@mail.ru, email: kozhina.nb@dvfu.ru
- Elena A. Mayuk*, teacher, Language school “Lexicon”, Blagoveshchensk, Russian Federation
- Marina V. Moskaleva*, Comprehensive School assistant principal, teacher, Sadovoye Comprehensive School, Tambovka, Amur Region, Russian Federation, email: mvmoskaleva@bk.ru
- Alena A. Portnova*, Master student, Saint Petersburg State University, Saint Petersburg, Russian Federation, email: alenaportnova09@gmail.com,
- Elena A. Protsukovich*, PhD in Linguistics, Associate Professor, Department of Foreign Languages, Amur State University, Blagoveshchensk, Russian Federation, email: amursea@mail.ru\
- Zoya G. Proshina*, Doctor of Philology, Professor, M. V. Lomonosov Moscow State University, email: proshinazoya@yandex.ru
- Svetlana I. Savintseva*, Associate Professor, A. V. Zhirmunsky National Scientific Center of Marine Biology, Russian Academy of Sciences, Far Eastern Branch, Vladivostok, Russian Federation, email: s_savintseva@mail.ru
- Svetlana M. Soboleva*, Far Eastern Federal University, Vladivostok, Russian Federation, email: soboleva57_2010@mail.ru
- Yanina V. Streke*, PhD student, Amur State University, Blagoveshchensk, Russian Federation, email: y.streke@yandex.ru
- Elena A. Shamina*, PhD in Linguistics, Associate Professor, St Petersburg State University, Saint Petersburg, Russian Federation, email: e.shamina@spbu.ru

Наши авторы

- Андросова Светлана Викторовна*, д-р филол. наук, проф., Амурский гос. ун-т, г. Благовещенск, Российская Федерация, email: androsova_s@mail.ru
- Аниховская Татьяна Владимировна*, канд. филол. наук, доцент, Благовещенский государственный педагогический университет, г. Благовещенск, Российская Федерация, email: taniho@inbox.ru
- Архарова Анастасия Викторовна*, канд. филол. наук, доцент, Благовещенский государственный педагогический университет, г. Благовещенск, Российская Федерация, email: anastasia-c@yandex.ru
- Баженова Екатерина Юрьевна*, канд. филол. наук, доцент, Амурский государственный университет, г. Благовещенск, Российская Федерация, email: bazhenova@list.ru
- Басанская Светлана Викторовна*, учитель, МОАУ СОШ № 1, г. Свободный, Российская Федерация, email: svet83@inbox.ru
- Деркач Светлана Викторовна*, канд. филол. наук, доцент, Амурский государственный университет, г. Благовещенск, Российская Федерация, email: svetich_d2000@mail.ru
- Иванашко Юлия Петровна*, канд. филол. наук, доцент, Амурский государственный университет, г. Благовещенск, Российская Федерация, email: polia-80@mail.ru
- Караваева Вероника Георгиевна*, канд. филол. наук, старший преподаватель, Московский городской педагогический университет, г. Москва, Российская Федерация, email: karavaeva.vg@yandex.ru
- Караванова Екатерина Константиновна*, канд. филол. наук, доцент, Дальневосточный государственный университет путей сообщения, г. Хабаровск, Российская Федерация, email: karavanova2003@mail.ru
- Кожина Наталья Борисовна*, доцент, Дальневосточный федеральный университет, г. Владивосток, Российская Федерация, email: nataliakozhina45@mail.ru, email: kozhina.nb@dvfu.ru
- Маюк Елена Александровна*, учитель, Языковая школа «Лексикон», г. Благовещенск, Российская Федерация
- Москалева Марина Викторовна*, зам. директора, учитель, Садовская СОШ, Тамбовский р-н, с. Садовое, Амурская обл., Российская Федерация, email: mvmoskaleva@bk.ru
- Портнова Алёна Алексеевна*, магистрант, Санкт-Петербургский государственный университет, г. Санкт-Петербург, Российская Федерация, email: alenaportnova09@gmail.com
- Процукович Елена Александровна*, канд. филол. наук, доцент, Амурский государственный университет, г. Благовещенск, Российская Федерация, email: amursea@mail.ru
- Прошина Зоя Григорьевна*, д-р. филол. наук, профессор, МГУ имени М.В.Ломоносова, г. Москва, Российская Федерация, email: proshinazoya@yandex.ru
- Савинцева Светлана Ивановна*, доцент, Национальный научный центр морской биологии им. А. В. Жирмунского ДВО РАН, г. Владивосток, Российская Федерация, email: s_savintseva@mail.ru
- Соболева Светлана Михайловна*, д-р филол. наук, проф., Дальневосточный федеральный университет, г. Владивосток, Российская Федерация, email: soboleva57_2010@mail.ru
- Стреке Янина Викторовна*, аспирант, Амурский государственный университет, г. Благовещенск, Российская Федерация, y.streke@yandex.ru
- Шамина Елена Анатольевна*, канд. филол. наук, доцент, Санкт-Петербургский государственный университет, г. Санкт-Петербург, Российская Федерация, email: e.shamina@spbu.ru

CONTENTS

<i>Anikhovskaya T. V.</i>	Project work on war memorials for intermediate and upper-intermediate EFL students: Linguistic and educational aspects.	3
<i>Arkharova A. V.</i>	English in the linguistic landscape of the Russian-Chinese cross-border agglomeration	9
<i>Bazhenova E. Yu.</i>	Building the image of a female politician in the US Mass Media	13
<i>Basanskaya S. V.</i>	Promoting learner autonomy of secondary school students in EFL teaching	19
<i>Derkach S. V., Mayuk E. A.</i>	Canadian vowels intensity and formants on the Theme and Rheme (Based on speeches of a politician)	23
<i>Ivanashko Yu. P., Protsukovich E. A.</i>	Students typical errors in written tasks 39, 40 of RNE in foreign language	32
<i>Karavaeva V. G.</i>	Methods of organizing reading tasks in Moodle	41
<i>Karavanova E. K.</i>	Linguistic features of nature description in modernist fiction (Based on the interludes of the novel "The Waves" by V. Woolf)	51
<i>Kozhina N. B.</i>	Linguistic landscape of Vladivostok through English names of city objects	59
<i>Moskaleva M. V.</i>	In search for new ways to gain Knowledge. Thoughts after 1-year experience of distant and hybrid learning at school	66
<i>Portnova A. A., Shamina E. A.</i>	Intonation and body language: Intonation learning made easy	71
<i>Protsukovich E. A., Ivanashko Yu. P.</i>	Punctuation teaching in preparing students for final examination of the English language RNE	79
<i>Proshina Z. G.</i>	Russian English: Myth or reality?	88
<i>Savintseva S. I.</i>	Compound terms: How to distinguish and interpret	96
<i>Soboleva S. M.</i>	Native accents of English: A means of social stratification	101
<i>Streke Ya. V., Androsova S. V.</i>	Weak forms of words in socio-political discourse (Based on female speech)	107
<i>Our authors</i>		113

СОДЕРЖАНИЕ

<i>Аниховская Т. В.</i>	Проектная деятельность по теме «Военные памятники» для студентов языкового факультета университета: лингвистический и воспитательный аспекты	3
<i>Архарова А. В.</i>	Английский язык в лингвистическом ландшафте российско-китайской трансграничной агломерации	9
<i>Баженова Е. Ю.</i>	Формирование образа женщины-политика в СМИ США	13
<i>Басанская С. В.</i>	Развитие автономности обучаемого в преподавании иностранного языка в средней школе	19
<i>Деркач С. В., Маюк Е. А.</i>	Интенсивность и форманты канадских гласных на участках темы и ремы (на материале речи политика)	23
<i>Иванашко Ю. П., Процукович Е. А.</i>	Типичные ошибки учащихся при выполнении заданий 39, 40 письменной части ЕГЭ по иностранному языку	32
<i>Каравалева В. Г.</i>	Методы организации заданий для чтения в системе Moodle	41
<i>Караванова Е. К.</i>	Лингвистические особенности описаний природы в модернистском художественном тексте (на материале интерлюдий в романе В. Вулф «Волны»)	51
<i>Кожина Н. Б.</i>	Лингвистический ландшафт Владивостока через призму английских названий городских объектов	59
<i>Москалева М. В.</i>	В поисках новых способов обучения. Размышления после годового опыта дистанционного и смешанного обучения в школе	66
<i>Портнова А. А., Шамина Е. А.</i>	Интонация и язык тела: усваиваем легко	71
<i>Процукович Е. А., Иванашко Ю. П.</i>	Обучение пунктуации при подготовке к итоговой аттестации по английскому языку в формате ЕГЭ и ОГЭ	79
<i>Прошина З. Г.</i>	Русский вариант английского языка: миф или реальность?	88
<i>Савинцева С. И.</i>	Термины-композицы: распознавание и перевод	96
<i>Соболева С. М.</i>	Native accents of English: A means of social stratification	101
<i>Стреке Я. В., Андросова С. В.</i>	Слабые формы слов в общественно-политическом дискурсе (на материале женской речи)	107
<i>Наши авторы</i>		113

Proceedings of the 13th Far Eastern English Language Teachers' Association International Conference "Language studies and language teaching: Dreams, hopes, aspiration, achievement". Blagoveshchensk : Amur State University Press, 2021.

Сдано в набор 01.12.2021. Дата выхода в свет 30.12.2021.

Редактор – С. В. Андросова.

Компьютерная вёрстка – Е. Ю. Андросов, В. Г. Караева.

Формат 60x84/8

Издатель: Амурский государственный университет.

Адрес издателя: 675027, г. Благовещенск Амурской обл., Игнатьевское шоссе, 21, кор. 1, аудитория 406.