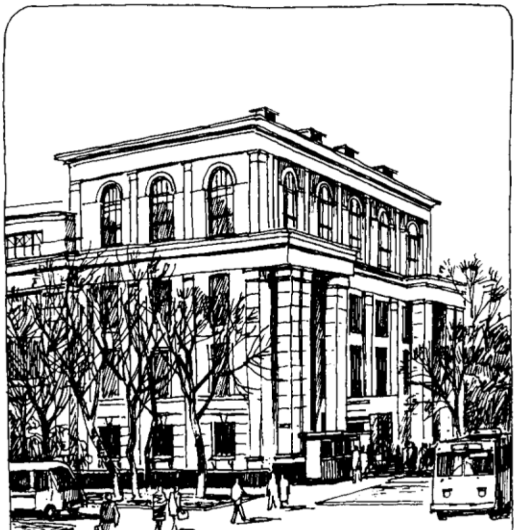
WE TEACH —
WE TOUCH THE FUTURE!



Иваново 2022

Министерство науки и высшего образования РФ

ФГБОУ ВО «Ивановский государственный университет»

Национальная ассоциация
преподавателей английского языка (NATE-Russia)

Ивановская ассоциация преподавателей английского языка
(IVELTA)

WE TEACH – WE TOUCH THE FUTURE!

Сборник материалов
XXVII Международной конференции
Национальной ассоциации преподавателей
английского языка

Иваново, 6—8 октября 2022 г.

Иваново
Издательство «Ивановский государственный университет»
2022

УДК 372.881.111.1
ББК 74.268.19=432.1

We Teach – We Touch the Future! : сборник материалов XXVII Международной конференции Национальной ассоциации преподавателей английского языка. — Иваново, 6—8 октября 2022 г. — Иваново: Иван. гос. ун-т, 2022. — 354 с.
ISBN 978-5-7807-1408-2

В сборнике публикуются материалы Международной конференции Национальной ассоциации преподавателей английского языка, посвященной вопросам преподавания английского языка в современной цифровой среде, проблемам поиска новых подходов и новаторских методик в разработке учебных материалов для школьников и студентов университетов.

В конференции приняли участие филологи, лингвисты, методисты, преподаватели и учителя английского языка из многих регионов России, из Казахстана, США и Ирландии.

Печатается по решению редакционно-издательского совета Ивановского государственного университета

ISBN 978-5-7807-1408-2

Ministry of Science and Higher Education
of the Russian Federation

Ivanovo State University

National Association of Teachers of English
(NATE-Russia)

Ivanovo English Language Teachers Association (IVELTA)

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Publishing House “Ivanovo State University”
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The Proceedings of XVII International NATE-Russia Conference discuss a great number of issues on English language teaching in the contemporary digital world, on the search of new ways and up-to-date methods to create language learning tools for school and university students. The conference was attended by philologists, linguists, educators, and teachers of English from many Russian regions, Kazakhstan, the USA, and Ireland.

ISBN 978-5-7807-1408-2

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TO THE QUESTION OF THE PRINCIPLES OF ASSESSING STUDENTS' KNOWLEDGE OF A FOREIGN LANGUAGE

The article is devoted to the problem of assessing the quality of students' knowledge at the university. Testing is considered in detail as one of the forms of control of language competencies of students. The types of test validity are distinguished. The basic principles of an effective evaluation method are formulated.

Key words: evaluation system, control and evaluation activity, test, validity, evaluation principle, language competencies.

Over the past twenty years, the higher education system has undergone significant transformations both in the specialization system (specialty, bachelor's degree, master's degree) and in the knowledge assessment system. The modern stage of the development of higher education is characterized by an increase in requirements for its quality, which predetermines the search for new and appropriate forms of control and evaluation of educational achievements. The standards of higher professional education set the goal for universities not only to give students knowledge of the subject, but also to develop socio-personal, general scientific, instrumental and professional competencies, to prepare a person for self-realization in the professional sphere.

Speaking about the goals of mastering the discipline "Foreign language" in a non-linguistic university, the following aspects can be distinguished: increasing the initial level of foreign language proficiency achieved at the previous stage of education, mastering by students the necessary and sufficient level of foreign language communicative competence to solve social and communicative tasks in various areas of everyday, cultural, professional and scientific activities when communicating with foreign partners, as well as for further self-education.

In most educational and methodological complexes in a foreign language, the following competencies are evaluated, formed in the course of studying the course: UC-4 (able to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign language(s); UC-3 (able to carry out social interaction and realize their role in the team); CPC-4 (ability to carry out business communication and public speaking, conduct negotiations, meetings, carry out business correspondence and maintain electronic communications.

In the existing assessment systems, the control function, reflecting the result of students' learning when correlating it with standards and norms, is put at the forefront, but, in our opinion, it needs close study, timely adjustment and revision of priority areas and principles of assessment. The teacher is now obliged, before the beginning of the semester, to clearly thinking through not only the course structure, but also the entire set of tasks offered to the student, to develop a package of control and measuring materials, etc. [1, p. 51].

The repeated appeals of modern researchers to the control and evaluation activities of the teacher prove the relevance and practical significance of studying the issue of evaluation in higher education.

Analyzing modern domestic and foreign studies in the field of assessing the quality of students' knowledge such works as, for example, M. M. Dubtsova, should be mentioned, where she describes new aspects of organizational and pedagogical conditions for evaluating students' educational activities that can serve to improve the quality of education at the university as a whole. The researcher develops a model of education quality management, which primarily corresponds to the modern level of the education system with its universal characteristics, and also focuses on the peculiarities of the functioning of the assessment of students' academic achievements. In the work of O. E. Permyakova, the issue of obtaining reliable information about the quality of training of future specialists of the university is considered.

G. A. Lysak describes the problem of monitoring and evaluating the professional readiness of university students in the humanities. L. Bachman and A. Palmer's in their article *Language*

Testing in Practice and E. Shokhami's in the paper *The Power of Tests: A Critical Perspective on the Use of Language Tests* thoroughly examine the issue of testing knowledge in a foreign language, offering practical recommendations for creating a good test. The authors pay special attention to the impact of testing on teaching.

The Pan-European competences of foreign language proficiency establish uniform criteria for the objective assessment of language knowledge and skills throughout the world. This system exists for all European languages. According to the pan-European competencies, there are six levels of foreign language proficiency from A1 to C2. A1 confirms the ability to understand simple sentences and answer easy questions. C2 means proficiency in a foreign language almost at the level of a native speaker. To determine the language level, standardized tests are used that are uniform for the whole of Europe.

"Such a control method as testing can be successfully used for current, intermediate and final knowledge testing. With the help of tests, students' knowledge can be checked both selectively and in general. Testing is important for consolidating and improving the acquired knowledge, skills and abilities, identifying gaps in knowledge. Students of higher educational institutions take a more conscious and thorough approach to testing their knowledge, since their training places higher demands on their mental activity and independence" [3, p. 185]. In our universities, the main component of the FoEF (Fund of Evaluation Funds) in the discipline "Foreign language" are various tests that include five basic didactic units: grammar, reading, writing, speaking, pronunciation.

The assessment of communicative language competencies involves testing linguistic competencies (lexical, grammatical, semantic, phonological, spelling, orthoepic); sociolinguistic competencies (markers of social relations, conventions of politeness, expressions of folk wisdom, register differences, dialects and accents); pragmatic, discursive competencies (the ability to build sentences in the correct sequence); functional (requests, invitations, etc.).

Competencies are tested using skills. The four main skills are divided into secondary reading comprehension skills: reading for general orientation, reading for information, reading for basic ideas, reading for specific information, etc.

Thus, the following types of testing are offered at our university named after A. P. Chekhov for the current and intermediate control of the assessment of students' competencies:

• entrance testing (an Entry Test);

• Unit Tests, which revise the corresponding module in a new direction. They are written according to two variants (A and B) of each test, which cover the same material, but are reorganized individually, where each test has a total score of 100;

• review test by blocks (a Review Test);

• exit Test (an Exit Test), each with a total score of 100;

• additional listening test (an optional listening test) using authentic recordings.

Using various types of tests to assess the quality of students' knowledge, special attention should be paid to the principle and quality of their construction. In our work, we use the following scheme for the development of this type of control. Having decided on the purpose, the type of test and the rating scale (in our version from 1 to 100), we proceed to determine the validity of the test.

Test validity includes: its correspondence to the material being tested (the test verifies what it should check); the validity of the test, i.e., it accurately measures what it is intended for.

Based on the A. Hughes system, we distinguish the following types of validity:

• content validity – the extent to which the test adequately and sufficiently measures the specific skills for which it is intended to measure;

• validity of the answers – the subjects react as the test developers expect;

• predictive validity – the test accurately predicts future results;

• parallel validity – one test correlates with scores on another external indicator;

• facial validity – the test measures everything that is claimed for measurement [2, p. 24].

The forum of language testers has collected about 40 different types of test validity, the more of them are installed in the test, the more valid this test is considered.

The quality of the test results obtained as a result of its implementation determines the reliability of the test. When composing a test, it is necessary to take into account factors affecting its reliability. Among them: a sufficient number of tasks; limited freedom of test behaviour; unambiguous tasks, clear instructions and headings; design, good copies, familiar format; proper administration; objective evaluation against subjective evaluation; restriction of freedom of response; detailed evaluation key.

The necessary principle of making a successful test is its feasibility and practicality. It is important to monitor the simplicity with which elements/tasks can be reproduced in terms of possible resources, for example, time (usually the test is designed for a couple), materials, students.

Let's consider how the above-mentioned aspects of evaluation and control and the principles of test preparation are implemented in practice with special reference to the discipline "Foreign language". Note that in one group of students, the test on the material passed can be adapted for one part of the students – the Pre-Intermediate Tests level, for the other – Intermediate Tests. In our opinion, the simplest and most widely available technique that combines an assessment of all didactic units is the following algorithm of tasks in the work. Module topic: "Past Simple and Past Continuous; Word formation; Time expression". See the examples of the test tasks below:

Grammar: 1. Complete the sentences with one of the data in the table of verbs, putting it in Past Simple. *E.g. Mozart wrote more than 600 pieces of music.* 2. One of your friends has returned from vacation. Ask him about it in more detail. Write down your questions. *E.g. (where/go?) – Where did you go?* 3. Anna and Peter took the exam yesterday. Anna passed successfully, but Peter did not. *What did Peter do yesterday while Anna was preparing for the exam?* Make sentences in Past Continuous. *E.g., And/ work/ in the library/ Page/ listen/ to/ the records – While and was working at the library, Path* *was listening to the records.* 4. Ask questions to the underlined words. *E.g., Mr. Smith is speaking on the phone in his office now. – Where is Mr. Smith speaking on the phone now?* etc.

Vocabulary: 1. Complete sentences with verbs, adjectives and nouns. 2. Underline stressed syllables in words.

Everyday English: 1. Write down the dates in two ways. *E.g., 1/3/98 the first of March, nineteen ninety-eight* or *March the first, nineteen ninety-eight.* 2. Write the necessary preposition *at, on, in*, or *nothing*. 3. Read the questions and write truthful answers.

Reading: Read articles and answer the questions. When selecting a text for this task, it is necessary to ensure that the subject of the text is accessible, culturally acceptable, and the text itself is at the appropriate level of complexity and suitable for a structurally oriented task.

Listening: Listen to *"A news story"*. Are the sentences *true (true/T)* or *false (false/F)*? To complete this task, if you do not have an audio CD, you can use the so-called *tapescripts*, which the teacher reads out to complete listening tasks.

Writing: *Write a paragraph about a good day in your life* (where scores are divided between the accuracy and correctness of the use of grammar and content).

Speaking: *Ask your partner about...* (his/her plans). *Answer your partner's questions about....* This part of the test is usually designed to be performed by students in pairs.

As can be seen from the example, the test consists of sections Grammar, Vocabulary, Everyday English, which are assigned 50 points in the evaluation system, sections Reading, Writing – 25, Listening, Speaking – 25, which makes up a total score of – 100. Accordingly, if the teacher is limited in time for testing, he can remove some sections from the work at his discretion, but doubling the amount of points for the remaining tasks to preserve the overall system of one hundred points.

Thus, the form of assessment will be effective and will be able to improve the quality of education when it is based on certain principles:

– the principle of predictability and planning (the assessment process should not take place unexpectedly and create a stressful situation for students);

– the principle of using the best sources for the selection of evaluation material;

– the principle of ensuring the absence of bias in terms of culture, gender, age, etc.;

– the principle of the absence of inappropriate topics for age categories;

– the principle of correctly determining the level of complexity;

– the principle of objectivity (the evaluation system should be based on the principles of humanism and democracy, that is, the assessment should be justified and independent of the personal preferences of the teacher);

– the principle of taking into account the individual capabilities of students (an individual approach to the assessment of students will determine the level of each student, as well as provide an opportunity to critically analyze the work of the teacher);

– the principle of validity of the assessment.

So, with the help of system control in the form of testing, continuous and reliable feedback with students is provided, which creates conditions for timely actions to regulate the educational process, a non-competent system for assessing student performance at the university makes it possible to develop a positive attitude to learning, which contributes to improving the quality of education and allows you to form a creative personality of the student.

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ENGLISH PROVERBS IN THE LANGUAGE CLASSOOM

The paper concentrates on how proverbs can be used in the language classroom. Exercises in which proverbs and anti-proverbs can be incorporated into the language classroom are presented. Tools for testing students' proverbial knowledge are shown. The Lists of proverbs which can be used in the language classroom are provided.

Key words: Proverbs, anti-proverbs, language classroom, tales, books, dictionaries, stories, exercises.

First of all, one should point out the essence of proverbs in the language classroom. Proverbs can be an especially effective pedagogical medium for the teacher of English, let alone the fact of the being useful for students. Proverbs are an important part of English heritage. The person who is unable to use them appropriately and does not acquire competence in using them will be limited in conversation, suffer troubles comprehending a wide range of media (advertisements, TV, radio, printed matter, cartoons, comics) and will not understand anti-proverbs. The latter presupposes a familiarity with stock proverbs. Best they are presented in dictionaries of proverbs, the detailed analysis of which is given in the monograph *Lexicography of Cultural Heritage* [1]. Furthermore, proverbs are ideally suited to pedagogical purposes because they are easy to learn, being pithy, containing rhyme, word-repetition. Proverbs contain frequently-used vocabulary and exemplify the entire gamut of grammatical and syntactic structures.

Writing ads with the help of proverbs can serve one of the favorite tasks of students. Many of them like creating striking and innovative advertisements by changing standard proverb and proverbial saying and making anti-proverbs out of them. For example:

Use your PICK-POCK and save your money. Don't pit off till tomorrow, call now because he who hesitates is robbed.

To raise students' consciousness of proverbs teachers can suggest that the latter encompass the following tasks:

- What proverbs are being parodied?

1. Pessimist: one who, when he has the choice of two evils, chooses both.
2. To itch is human, to scratch – divine.
3. An orange grower was crating up his oranges. He piled crate, crate upon crate until the crates were twenty feet high. A gust of wing suddenly blew the whole works down in his head and so we have the proverb, everything comes to him who crates.

- What proverbs are connected in the anti-proverbs below?

1. A penny saved gathers no moss.
2. A sleeping dog never bites.

- Match the two parts of the anti-proverbs below:

a. Two is a company, three is a crowd
b. Do unto others as you would have them do unto you

And four is a bridge game

But better not expect others to do unto you what you do unto them

- Below students can find the beginnings of proverbs completed by small children. The task is to correct their answers.

1. Don’t cross your bridges before you … pay the toll.
2. Strike while the… bug is close.

A number of scholars have discussed the relationship between the fable and the proverb. Aesop’s fables, the use of which can`t be overestimated, contain many proverbs. Proverbs and proverbial saying are often used to make some conclusion, or make up an ending of a tale or fable. J. Thurber, for instance, perverts well-known proverbs in his fables, e.g.: *Early to rise and early to bed makes a male healthy and wealthy and dead*. A. Lobel either transforms popular proverbs (*All’s well that ends with a good meal*), or creates his own proverbs, some of which may resemble traditional ones. Students may be asked to read folktales, fairy tales, or the fables of Aesop, La Fontaine, J. Thurber, etc. and then to choose the proverbs that would make the appropriate ending for the stories. Students can also write their own stories using proverbs or rewrite existing ones, or write poems using proverbs. Experience has shown that any story will do and it is best to trust the students’ choice, although the following classic tales are considered to be one of the those which are most of all reshaped with proverbs: *Snow White and the Seven Dwarfs*, *Cinderella*, *Little Red Riding Hood*, *The Elves and the Shoemaker*.

By transforming their favorite tales, stories in their own way with the help of proverbs, students acquire experience in creative writing; they can use proverbs in innovative ways and change their favorite stories according to their current interests, beliefs, and imagination. Rewriting existing ones or writing their own stories with the help of proverbs will work with any age level, provided a teacher supplies the students with a stock of appropriately chosen proverbs.

Speaking about grammatical, lexical and oral application of proverbs, we should say that there are plenty of proverbs applicable:

Actions speak louder than words.

Students can be asked to explain the proverb.

If-clauses: *If you lie down with dogs, you will get up with fleas;* **Comparison:** *There are as good fish in the sea as ever came out of it;* **Passive voice:** *The mouse that has one hole is quickly taken;* **Ellipsis:**

Once bitten, twice shy; **Constructions:** *There is a black sheep in every flock;* **Irregular verbs:** *He that never climbed, never fell;* ***Modal verbs:*** *The leopard cannot change his spots;* **Articles, prepositions:** *Don't look a gift horse in the mouth;* **Imperative:** *Don't count your chickens before they are hatched.*

Along with the data provided students will be able to learn proverbial transformations, modifications, initial Latin versions, the history of the language:

Love, *subs. I. All is fair in love and war. C.* ***1630:*** *B & F., Lovers' Progress, V. ii., All stratagems In Love, and that the sharpest war, are lawful.* ***1687*** *: A. Behn, Emp. Of the Moon, I. iii., Advantages are lawful in love and war. […].*
Love, *2. He that hath love in his breast, hath spurs in his sides. 1640 : Herbert, Jac. Prudentum. 1732 : Fuler, No. 2160 [with "at his heels" for "in his sides"].*
All is not gold that glitters. *[Nec pulchrum pomum quodlibet esse bonum. – Alanus de Insulis (ob. 1294), Parabolae, c. iii.]*
After drought comes rain. *15th cent.: in Reliq. Antiquae, i. 323 (1841), After drought commyth rayne. Before 1529: Skelton, Magnyfycence, 1. 12 there fallyth a showre of rayne.*

With each of the proverbs students can be asked to make dialogues, write essays, describe the situation which the former can provoke, (dis)agree with the essence, coin the own ones.

The proper question will arise: which proverbs to use?

The following data present four lists of proverbs commonly used in Anglo-American culture in the closing decades of XXth century; they are highly recommended for use as tools in proverbs acquisition:

1. The list of 151 proverbs most frequently listed in the Folklore Archives at the Department of Anthropology at the University of California at Berkeley;

2. The list of 486 proverbs and saying most often used in books, newspapers and magazines published in the XXIth century in the Anglo-American world;
3. The list of 155 proverbs most commonly used in the American and English media during the time span of over 20 years, with the number of citations from 15, 808 to 4 from Kimberley Lay's article;
4. The list of 150 Anglo-American proverbs that are part of the English language paremiological minimum compiled by Wolfgang Mieder and Deborah Holmes in: Children and Proverbs Speak the Truth": Teaching Proverbial Wisdom to Fourth Graders'.

This study hopes to encourage the use of proverbial language and anti-proverbs in the language classroom. Although the study focuses on the introduction of Anglo-American proverbs and anti-proverbs into second-language education, the main ideas expressed above could be transferred to other languages and cultures.

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HESITATION DEGREE TO SPEAK IN ENGLISH AMONG SYRIAN AND RUSSIAN UNIVERSITY NON-LINGUISTIC STUDENTS

Readiness and hesitation to speak in a foreign language is a matter that concerns a lot of L2 English teachers and students. To explore whether these speaking factors are affected by the students' L1 and nationality, 106 university students from Syria and Russia filled a questionnaire about their degree of readiness to speak in English. The questionnaires were distributed in English, Arabic, and Russian, and included 21 questions that investigated various factors affecting readiness to speak (e.g., in an English class and in an English-speaking country). The results suggest that Syrian and Russian university students are hesitant to speak in English and that nationality has a slight effect.

Key words: university students, language-related hesitation, English language.

Human speech is an act that differs among variant groups of people living on Earth, since it is the product that is gained throughout the time from the culture where a human being is borne [5]. It is basically used for the purpose of verbal communication and expressing one's ideas and feelings and its main component is the language. English, as a *lingua franca*, has spread to many regions through immigration, occupation, science and technology. Speaking in

English is now considered an essential skill to be acquired. Nevertheless, learning a new language may not seem as easy as learning one's native language for several factors, for instance, learners have to process and acquire a new, sometimes typologically different language system.

A considerable number of research has indicated the problem of speaking and communicating in English regardless of the setting and language status. Several studies reported problems with speaking in English among students in English departments [1], in the countries where English is one of the official languages, like the research of Banu [2] in India. In addition, it seems that this difficulty to speak spontaneously in English transfer to all L1s, for example, Kasantseva, et al. [4] found similar difficulties in speaking in English among Japanese and Russian students. The present paper is trying to explore whether these similarities are the same among Russian and Syrian students through answering the following research questions: Do Syrian and Russian university students feel hesitant to speak in English? When do they feel more hesitant to speak in English? Does nationality affect their readiness to speak in English?

The research targeted undergraduate and postgraduate students in different universities in Syria and in NUST MISIS University in Moscow. To answer the research questions, an English questionnaire was designed and then translated into Arabic and Russian to avoid any misinterpretations due to the language proficiency. The questionnaires had the same number of questions (21) and the same format. These questionnaires were designed in Google form, so that it would be easier to share on the social media, and to be sent via email or messenger.

To answer the first research question, the questionnaire included a specific question, which was "How ready are you to speak in English" and the choices were: "A) I speak English immediately and spontaneously; B) I speak English immediately but with some hesitation; C) I hesitate to start speaking in English and during the conversation; D) I feel embarrassed to speak in English; F) I prefer not to speak in English". To answer the second research question, the participants were asked when they were hesitant to speak in English, the options included "English class" and "English-speaking country".

Finally, concerning the third research question, participants were asked to indicate their nationalities.

The statistical analysis was performed in JASP software. The Kolmogorov-Smirnov test of normality showed that the data was normally distributed ($p > .811$), and therefore parametric tests were used. To address the first question "To what extent do university students feel hesitant to speak in English as a second language?" ANOVA test was performed and the difference between the responses was significant ($F(4, 105) = 3.971$, $p > .005$). The results of the Dunn's Post Hoc test are presented in Table 1. The analysis indicated a significant difference among group A (speak English immediately) and group C (feel hesitant to start a conversation in English), and group A and group D (feel embarrassed to talk in English). In addition to the difference between group B (feel some hesitation to speak) and group D.

Comparison	z	W_i	W_j	p	Pbonf	Pholm
A-B	0.674	63.613	58.683	0.250	1.000	0.679
A-C	2.769	63.613	39.200	0.003	0.028	0.027
A-D	2.779	63.613	27.857	0.003	0.027	0.027
A-F	1.458	63.613	44.857	0.072	0.724	0.435
B-C	2.323	58.683	39.200	0.010	0.101	0.071
B-D	2.452	58.683	27.857	0.007	0.071	0.057
B-F	1.100	58.683	44.857	0.136	1.000	0.679
C-D	0.840	39.200	27.857	0.200	1.000	0.679
C-F	-0.419	39.200	44.857	0.338	1.000	0.679
D-F	-1.034	27.857	44.857	0.150	1.000	0.679

Table 1. Dunn's Post Hoc results for hesitation levels to speak in English

To answer the second research questions, nearly 7% out of 106 university students chose that they feel more hesitant to speak in an 'English class', about 9% chose that they feel more hesitant to speak in an 'English-speaking country'. However, nearly, 5% of the students chose both options. Furthermore, 79% of the students chose other situations, such as talking to a native English speaker or/and if they were in a meeting or an interview. Finally, to answer the third question and to explore if there would be a difference between Syrian and Russian university students in terms of hesitation degree to speak in English, ANOVA test was performed on groups A and B (52 Syrian and 20 Russian students). The result indicated that the difference was not significant (F (1) = 1.581, p = 0.213). However, the difference appeared in terms of the factors that made them feel more hesitant to speak, whether in an English classroom or in an English country. The numbers indicated that Russian students feel more hesitant in an English class than Syrian students according to ANOVA test (F (1) = 6.202, p > .014), see Table 2.

Nationality	V1	Mean	SD	N
Russian	E class	89.500	1.871	6
	Other	99.500	4.183	14
Syrian	E class	3.500	1.871	6
	Other	46.500	23.238	80

Table 2. ANOVA results for the hesitation level to speak in English in an English class

Also, Russian students feel more hesitant to speak English in an English-speaking country than Syrian students according to ANOVA test (F (1) = 6.620, p = 0.012), see Table 3.

Nationality	V2	Mean	SD	N
Russian	E country	88.000	1.000	3
	Other	98.000	5.050	17
Syrian	E country	6.500	3.606	12
	Other	49.500	21.506	74

Table 3. ANOVA results for the hesitation level to speak in English in an English-speaking country

The results suggest that studying English for about 12 years in a non-native English country does not lead to the confidence of using this foreign language in spontaneous speech. Many non-native English speakers still feel hesitant to speak in English, regardless of the role of an English class to involve students more in the process of gaining knowledge [3]. According to the questionnaires results, attending English classes, in the two target non-native English countries, seems to be a source of pressure for a significant number of students, which may affect their readiness to participate in the class activities and gain more confidence to speak in English. Many factors may contribute to this, such as teachers' methods of approaching the students and the learning environment inside the class [4]. Nevertheless, further investigation is necessary to explore the reasons for this phenomenon in depth. In addition, the sample used for this paper was not "ideal" because the majority were Syrian students, and the Russian participants were from the graduate programmes learning in English. Future research could collect data from a more comparable sample.

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OVERCOMING LINGUISTIC BARRIERS AND PSYCHOLOGICAL IMPEDIMENTS IN THE FRAMEWORK OF PUBLIC SPEAKING

Studies suggest that public speaking anxiety (PSA) individuals face can be explained by linguistic and psychological barriers [Daly, 1989]. In this paper, we investigate the effect of psychological and linguistic barriers on public speech. To conduct this research, we created a questionnaire for students who are not majoring in English to assess their PSA level. Then, the participants were given topics and asked to make presentations in class. Finally, we assessed the students’ performances using a scale created to measure their levels of PSA. This paper might serve as a tool for teachers to assess students’ physiological impediments and linguistic barriers to optimize teaching processes.

Key words: linguistic barriers, public speaking anxiety (PSA), teaching methods, English language proficiency.

1. Introduction

The current paper discovers PSA, its causes, “barriers”, and possible ways to overcome it. The psychological causes of PSA were thoroughly studied by Notebaert [7], the phenomenon was singled out as a separate subtype of social phobia by Blöte [3]. Moreover, Bodie stated three main causes of PSA such as cognitive traits, psychological traits, and behavioral traits [2]. From the practical perspective, the work of Daly was aimed to analyze the correlation between one’s inner state and public speaking skills [1]. Li introduced TED speaking experience into English classes and proved to be successful [4]. Another experiment was conducted by Yusoff who applied the survey format to assess students’ reactions towards the use of wiki and audio recordings in a blended learning environment [5]. As this paper focuses on a more practical perspective of the phenomenon, the subsequent information omits cold theories unjustified empirically.

The research will evaluate the following: What is the role of English proficiency in the formation of public speaking skills for management students? To what degree do students' psychological impediment and anxiety affect the formation of public speaking skills? What is the correlation between linguistic barriers and psychological impediments in public speaking skills formation?

2. Methodology

2.1. Participants/documents

In this research, it was decided to focus attention on NUST MISIS engineering bachelor students (10 participants). The participants list included both male (4) and female (6) individuals. A prerequisite to participate in the experimental evaluation of the study was a good command of the English language ranging from A2 to B2.

2.2. Materials

Since the current study involved both qualitative and quantitative research methods, several instruments of collecting information have been developed. The quantitative methods include a Google form questionnaire regarding PS struggles for students to understand their experience of public speaking and the Oxford Placement Test (OPT) to measure their English proficiency. Speaking about the qualitative methods, it was an oral presentation in class. The students' speech was recorded on a video and later analyzed. The participants could use any sources to prepare for the project, but notes were forbidden during the speech.

2.3. Data collection

To conduct the research, theoretical data was gathered from different journals to specify the gaps. Afterwards the main goals and objectives of the research were developed with active elaboration of the hypothesis. The questionnaire was made to clarify the impact of linguistic barriers on public speaking.

Following the preparation stage, the participants were invited to partake in the proficiency test to identify their proficiency level and its eligibility to our research. As soon as the data was gathered, the participants were divided according to their English proficiency level and the severity of their PSA.

2.4. Scoring and data analysis

In addition to the methods mentioned above, the first step was OPT. The test had two parts: grammar and listening. In total, the participants could get 200 points that were later converted into a foreign language proficiency coefficient. The results of the test showed that 70% of the participants had a foreign language proficiency level of B1, while 30% received a level of B2.

An evaluation rubric summarizing the results of both linguistic and psychological aspects was also developed to evaluate the students' performances. There were three criteria highlighted: linguistic, psychological, and behavioral. Each criterion had four levels: proficient, intermediate, novice and beginner.

In the linguistic aspect, the proficient level implies the use of complex grammatical constructions in speech, as well as the free use of special vocabulary and the absence of any errors. The intermediate level refers to the student's ability to speak confidently in public. The novice level denotes the speaker's use of simple vocabulary and grammatical constructions in speech, while the beginner level denotes the use of basic vocabulary in speech and many mistakes in speech.

The behavioral criterion is subdivided into 3 sub-items: posture, tone, and eye contact. This was done for a more detailed analysis of the speakers' behavior. Proficient level implies a confident state during the speech, absence of compressed poses, as well as obligatory eye contact with the audience.

Similar division is also present in the psychological criterion, where proficient level means complete moral readiness to perform in front of the audience, and beginner level implies unpreparedness and uncertainty.

3. Results

To address the first research question, an independent sample t-test is used to illustrate the influence of linguistic barriers on the formation of public speaking skills (PS scores). The linguistic barriers were measured according to the English proficiency level. The test showed that there is no significant difference between B1 and B2 student groups and their dependence on PS scores (t (8) = .365, p= .725).

To answer the second research question students were divided into 3 groups according to the number of the PSA signs observed. One-way ANOVA showed no significant differences between the number of PSA signs observed and the PS scores (F (2.07) = 1.717, p = .247).

To address the third research question, a correlation test was applied to investigate the relationship between the English proficiency test scores and the public speaking proficiency scores (PS scores).

Based on the research results, it can be concluded that there is an insignificant correlation between English proficiency and PSA. In other words, linguistic barriers play a minor role in the occurrence of PSA. Moreover, the number of public speaking anxiety signs shown does not noticeably affect the formation of public speaking skills.

4. Discussion

The present findings made it possible to connect two important factors during English learning – proficiency level and level of public speaking anxiety and their interdependence. In line with previous studies, this research is the first to measure a public speaking anxiety level. The rubric was created to assess the degree to which students are prepared to present their speech. The questionnaire conducted at the beginning stage of the research enabled us to track the main fears the students faced while speaking in public.

The performed JASP tests showed that public speaking anxiety levels remain practically the same for non-proficient English respondents (level B1 to B2), while the difference between PSA signs was low in the two groups. The main limitation of the current study is the lack of proficient English participants who might be more confident while delivering a message in front of an audience. The respondents were students of the Management Department whose English was a secondary subject rather than a primary one. They do not specialize in the communications field and what is more important, they are rarely engaged in English speaking activities (apart from their English lessons). They do not have to put themselves into such challenging situations as speaking publicly in a foreign language. This may be the reason why we did not find any significant correlation between the number of PSA signs and the formation of public speaking skills.

5. Conclusion

The study revealed the main barriers that prevent students from giving successful public speeches as well as the criteria for successful presentations. The case study and the rubric created afterwards showed that the fear of public speaking depends mainly on two factors: the level of professionalism of the speaker as well as the level of English.

This work is not the final point in the study. Further research will involve more participants from various professional spheres and with different levels of language.

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PECULIARITIES OF DEVELOPMENT OF LEARNING MATERIALS FOR PUPILS WITH DYSLEXIA IN THE STUDY OF ENGLISH AS A FOREIGN LANGUAGE

This article briefly reveals the features of dyslexia and its impact on the process of learning new material, and also describes peculiarities of development of learning materials for pupils with dyslexia, using such resources as scientific works and articles of ZH. E. Ermolaeva, A. G. Inshakova, etc. On the grounds of the material reviewed, some recommendations for the effective foreign language teaching program are presented.

Key words: dyslexia, English language, teaching materials, reading skills.

At the beginning of the article, it is important to clarify what dyslexia means. If one talks about dyslexia, the following conditions are stipulated: when the main manifestation is a persistent selective inability to learn to read, despite a sufficient level of intellectual and speech development for this, the absence of disorders of the auditory and visual analyzers and optimal learning conditions [4, p. 295].

For any program, reading proficiency is one of the key requirements. In the school curriculum of teaching the English language, the section “Reading and working with text” takes a special place.

Reading is a complex psycho-physical process, which is carried out through the activity of analyzers of different brain systems: visual, speech-motor, speech-aural. The technical side of reading is the recognition of letters, correlation of the visual image with its sound form and the coherent pronunciation of syllables and words. The understanding aspect dominates and the main objective of reading is its comprehension.

Dyslexia is a serious obstacle to the acquisition of school skills, especially while studying a foreign language, as well as mother tongue and literature. Nowadays, in most of the schools, foreign languages are widely taught, making it difficult for dyslexic children to master this subject [6, p. 157].

Despite an understanding of the importance of targeting all components of reading proficiency, a significant proportion of primary school pupils and many secondary and upper primary school pupils experience reading difficulties. Reading impairment is quite common among children with regular intelligence. For example, in our country up to 10% of children with dyslexia are registered. According to the official statistics, this disorder occurs in 2–3% of students in general education schools and in 50% of children studying in special schools. Boys are diagnosed with reading disorders 4–6 times more often than girls.

One of the main components of remedial work in dyslexia is the organization of in-class exercises and examinations. For pupils with reading and writing difficulties, completing a reading task or comprehensive examination of oral speech and orthographic and grammatical skills, as well as components of the functional reading and writing system, is carried out.

Correctional work to overcome dyslexia is based on generally accepted didactic (consistency, sequence, activity, individual and differentiated approaches, staggered formation of mental actions) as well as logopedic (complexity, pathogenetic, accounting for the "nearest developmental zone", symptomatology and degree of dyslexia, psychological structure of reading process, polymodal) principles [2, p. 65].

During the process of correction of optical dyslexia, a variety of visual aids are used: pictures, speech material, cards, manuals, toys, etc., allowing to increase the effectiveness of such exercises.

Younger pupils with optical dyslexia have difficulties in reading comprehension due to the lack of formation of various speech components: pronunciation, syllabic structure of words, phonemic perception, sound analysis and synthesis, and lexica-grammatical structure of speech. Pupils have difficulty identifying the main idea of a piece of work, answering questions incorrectly and finding it difficult to repeat the text. The above stated problem indicates that the students have improper reading skills, which will lead to learning difficulties in the future.

Dyslexic pupils see text, words, letters differently if compared to anyone else. When using text materials in the classroom, it should be left-aligned rather than wide, and italics should not be used for ease of reading. Printed text is best given without serifs, hence the use of Arial, Tahoma, Helvetica, or specially designed fonts for dyslexics is preferable. As for the organization of the text, it is better to divide it into small sections, semantic parts, and to use visual elements as much as possible: schemes, algorithms, infographics, illustrations, step-by-step instructions, samples [3, p. 128].

Designing the structure and organization of the learning process, it is necessary to change the sequence of the skills and topics to be taught —to teach concrete things first and then to use abstract definitions. Creativity on the part of the teacher will play an important role, e.g., the use of global reading techniques, mnemotables, and mind maps. When shaping learning tasks, they should be broken down into as many steps as possible [1, p. 66].

Additional recommendations include simplifying the task instructions by dividing one large task into several smaller ones, reducing the volume of tasks by singling out the main task, and minimizing the double requirements for the task. Before working with the text, the vocabulary of the lesson should be practiced and additional visual support – pictograms, action icons and steps – can be used.

In conclusion, the formation of text reading skills occupies the most important place among the formal learning activities, therefore, a special approach in compiling assignments and examinations for students with dyslexia and taking into account the recommendations mentioned above will help to form an effective foreign language teaching program.

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NATIONAL SPECIFICS OF THE IMAGE OF THE CITY FROM THE GENDER PERSPECTIVE

The article is concerned with the gender identity of the city's image in Russian and English fiction. It explores national specifics of the "gender" of a city in English and Russian language consciousness and the cases of non-compliance of grammatical gender of a toponym and its content in an attempt to find the causes of this phenomenon in the realia of a given culture.

Key words: the image of the city, gender identity, national specifics, language consciousness.

A city in the modern world is a dynamic formation developing in time and space and becoming part and parcel of contemporary literature and art works. Perhaps since anthropocentrism is one of the essential characteristics of the space, the image of the city is often anthropomorphic, i.e., the city is shown as a human being, which, in turn, enables us to bring up the issue of its gender identity.

Examples taken from *The National Corpus of The Russian Language* and *The British National Corpus* were in the focus of the study. The search was carried out within two sub-corpora of 30,000,000 words each, consisting of works relating to the imaginative prose of the 2nd half of the XX – the beginning of the XXI centuries where lexemes "город" and "city" or "town" were found. Cognitive-contextual analysis formed the basis of our research.

"Gender" of the city is an interesting issue which certainly deserves consideration. In this regard, we should say that Russian imaginative prose lacks gender neutrality, as we often picture a city as a man or a woman basing on the grammatical gender of its toponym.

Вообще, ***Севилья – город женского рода. Игривый, кокетливый, флиртующий и коварный****. (Д. Рубина. Воскресная месса в Толедо)*

***Париж**, <…> **умеет использовать звучные имена тех, кого когда-то уморил равнодушием и голодом**. (М. Гамбурд. Рассказы)*

It should be mentioned that it is not a purely grammatical aspect, the idea of the existence of “female” and “male” cities is conceptually present in Russian culture. Apart from portraying Moscow as a woman or a mother, we can also mention the sayings such as *Елец – всем ворам отец*, *Одесса-мама* and *Ростов-папа* in the criminal jargon of the XX century [4, p. 214].

Gender, according to the *Dictionary of Gender Terms*, is “a set of social and cultural norms, tasks, functions and roles attributed to women and men in society and in public and private life” [2], but unlike a biological sex, which is genetically predetermined, gender is a characteristic that is constructed by the society. Thus, gender identity attributed to a person based on their biological sex, may be different from this person’s subjective gender identity. This is also true when we speak about the image of the city and is in the picture in contemporary Russian imaginative prose.

***Кордова** – **город, безусловно, мужского рода.** (Д. Рубина. Воскресная месса в Толедо)*

*Слово «город» в нашем языке мужского рода, это мешает отождествить **город** с **распростертой женщиной** <…>. (Б. Хазанов. Город и сны)*

*В этот майский день **Гельсингфорс** стоял на граните своих набережных у тихой воды рейдов аккуратно и чистенько, **как белокурая крепкая фрекен в крахмальном переднике** у кафельной плиты над тазом теплой воды<…>. (Л. С. Соболев. Капитальный ремонт)*

Consequently, grammatical gender as we have it now does not always reflect the mythological ideas deep-rooted in this very culture. The archetype “the city as a woman” emerged in ancient times, corroboration of which can be found both in various folklore sources [6, p. 8] and in present-day prose.

***Города женственны**, <...>, и **благосклонны к победителю.** (Б. Хазанов. Город и сны)*

*Белосельцев, оглядывая **Москву, любуясь ее женственной красотой,** не забывал ни на минуту, что в городе царствует враг. (А. Проханов. Господин Гексоген)*

Traditionally and historically, vesting of land in general or certain areas of it with some womanhood is characteristic of quite a number of cultures. As time went on, this femality began to be projected on the city. The deity of some area later became the deity of a settlement or a city; that is why in ancient languages, including Hebrew and Greek, the word *city* is feminine [3, p. 495] (note that in some modern languages *city* is feminine as well, for example, in French (la ville)). In the *Bible* big cities are often compared with women. For example, Jerusalem in the *Book of Revelation* is described as «невеста, украшенная для мужа своего» [1, p. 30].

So, the city as a phenomenon of human culture possesses female nature, not male one. The city is a symbol of motherhood, a woman that nurtures its inhabitants as her children. An unconquered city can be compared to a virgin, while colonies are the sons and daughters of this mother.

Город – это символ материнства, женщина, которая лелеет обитателей города как своих детей <...>; Крепости, непокоренные города – это девственницы; колонии – это сыновья и дочери матери. Но города могут быть также распутными девками... [7, p. 11].

Interestingly enough, in the Russian prose of the investigated period the most common images within the basic metaphor “city as a woman” were as follows: mother, an innocent girl/a virgin and a whore.

- **mother** *(Одесса-мама; Киев – мать городов русских)*

- **an innocent girl/a virgin** *(Город, занятый неприятелем, подобен барышне, потерявшей невинность. (Б. Хазанов. Город и сны))*
- **a whore** *(Под **«любодейцей» подразумевается город Рим;** …в голубом дыму гибнущего **города-блудницы** Фома увидел людей… (С. Осипов. Страсти по Фоме. Книга третья. Книга Перемен))*

It bears mentioning that in all the examples of the basic metaphor the city is likened to a woman, while the opposite assimilation (woman as a city) is much rarer and can be classified as an occasional metaphor.

*<…> **Валерия грезилась мне огромным и многоликим городом** во всей своей наготе... (И. Грошек. Легкий завтрак в тени некрополя)*

Other occasional metaphors include an attempt to deprive the city of any gender, make it androgynous, ignoring not only the grammatical category of gender, but also the basic metaphorical image.

*Писать **о городе как о женщине, которая не дала**, – мило, не слабо. **Пусть грамматически Петербург мужского рода, но я прозреваю в нем неопалимый соблазн бесполости**. Или это гностическое божество, ослепительный **андрогин** <…> (Другу, жительствующему в Тобольске // «Звезда»).*

As for the city's gender in the English fiction of the 2nd half of the XX – the beginning of the XXI century, its study was more challenging due to the absence of such a grammatical category in the English language. This means we did not have to deal with the inertia of the language, which "imposes" a gender on the image, basing on the grammatical gender of a toponym.

The results of the research showed that the images of the city in English prose are rarely anthropomorphic, but their gender identity, nevertheless, can be illustrated on the basis of occasional metaphors.

Gender categorization can be realized directly through the use of personal pronouns of the third person singular: *One calls **a city she**, yes? But it does not seem very **feminine***. (*C. Barker*. *Imajica*).

Otherwise, it can be carried out indirectly, i.e., on the lexical-semantic level. For example: *They hid in the **city's petticoats** (R. Thomson. The five gates of hell)* (A petticoat is lingerie, women's clothing; therefore, in this case the city is compared with a woman). *"Paris, Rome, Madrid." A **bachelor city**, she was thinking (S. Heywood. Castle of desire)* (A bachelor is a man who is not and has never been married, a young knight serving under another's banner; so, in this context it is a male image).

It is noteworthy that both in Russian and English imaginative prose associating the city with a woman is more frequent.

Thus, confronted with the contradictions that arise when we talk about non-compliance of grammatical gender of a place name and its content, we can not only look beyond the scope of modern language but also try to find the causes of this phenomenon in the mythology and archetypes of a given culture. The problem of gender identity of the city's image in Russian and English literature is undoubtedly subject to further research, as this will contribute to a more complete description of the semantic space of such a complex multi-dimensional concept as "city".

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CULTURAL MAPPING AS A TOOL OF ONLINE MULTICULTURAL EDUCATION MANAGEMENT

The theory of cultural mapping has created a new vision of the educational management process in a multiethnic group. To make online education efficient and beneficial to every student, it is vital to implement the technique so that the cognitive, cultural, educational interests and needs of students are fully satisfied.

Key words: cultural mapping, diverse students, online education, multicultural group.

Online education is a way through which teachers and students can connect with each other using the Internet from any corner of the world. It is trending and is becoming very popular. With so many diverse students attending online courses, schools are looking for the ways to engage students online, because for proper online education, students' active involvement is required.

The way teachers relate to their students in terms of attitudes and perceptions is one of the critical factors in how actively diverse students are involved and how they learn [4]. Teachers' misconceptions can lead to students being isolated, misunderstood and miseducated. It is particularly the case with the multicultural student groups (MCG) taught online. It has become obvious that traditional education methods do not seem efficient when working with the overseas students. It may all look fine on the outside, but the motivation, the initiative and the academic standards are very different for the students from Turkmenistan, Tajikistan, Uzbekistan, Afganistan.

For example, while some Russian students in MCG are apt to benefit from the academic and social opportunities provided, the diverse students seem reluctant to participate in an interactive way of learning. Or, MCG members may have diverse educational backgrounds that partly result in differences in their content knowledge and the acceptance of online education. Also, they may differ in terms of academic attitudes and ambitions (e.g., aiming merely to pass with a mark of "3" – or striving for a "5" – on the Russian five-point grading system). Or they may disagree on acceptable group behavior in an online class. There even may be a relationship-related conflict and a task-related conflict with the teacher. Relationship-related conflict may arise due to the problems such as dislike, mistrust and lack of cohesion. The second kind of conflict may occur because of adhering to timelines or different attitudes toward deadlines.

Many culturally diverse students are not receiving an optimal educational experience online because their teachers lack knowledge about the students' academic and educational background. Nor do they have the tools or the pedagogy to learn more about them. Due to the lack of culturally responsive pedagogy and practice in the online programs, we have to resort to some effective measures in attempts to meet the needs of diverse students in the MCG, to help university teachers raise their cultural awareness and better prepare them to differentiate instruction online. It is crucial to student performance in distant education and a key element in closing the achievement gap.

So, there is much need for a reflexive collaboration approach which is needed in order to provide support for MCGs aimed at establishing a climate that embraces diversity, understanding, trust, sincerity and a willingness to acknowledge differences. In this article, the tool suggested is the culture map.

Generally, cultural mapping is an innovative tool of knowledge, utilized in the local development processes to increase local growth in terms of environmental, social and economic sustainability [1]. Yet, it has the full potential in an educational environment.

Based on the literature, it is worth noting that the studies on the culture mapping were conducted in the field of management and organizational research with a focus on the business world [2; 3]. Despite the fact that multicultural student groups in the university setting function according to their own intrinsic nature and special conditions, students still may encounter challenges that are typical for professional environments. Thus, the current study will focus on the challenges in MCG in the context of online education, including those that may also occur in a professional setting.

The challenges faced in MCG taught online concern the following: (1) how group members' culturally-bound academic background and attitudes affect group work performance, and (2) how group members' cultural dimensions of behavior affect their understanding of a collaborative situation with the Russian university teachers and their actual actions/behaviors in a collaborative situation.

Hoftede's cultural dimensions and Erin Meyer's culture maps provide sufficient analytical frameworks applicable to multicultural group work research. The eight axes suggested by Erin Meyer provide a solid framework to analyze cultural differences in the MCG. She positions countries on each axis, each of which represents a range of possible behavior between two extremes, which results in drawing a "culture map." Each country's position represents the midpoint of acceptable behaviors in that country, which is considered to be enough to account for both individual and regional differences within a country. By understanding the culture's position on each axis, one can relate to each other better so that they can accomplish academic and personal goals and evaluate others accurately.

When involved in an EL online course at Shuya, MCG students do the case-study on their university experiences to examine the extent to which cultural challenges interfere with their online learning. This training has a dual purpose: (1) to identify the obstacles the students have in understanding the academic standards of online learning; (2) to overview the cultural dimensions and draw the ultimate culture map for each group to visualize the possible outcome.

By the end of the research, every MCG student is expected to prepare a self-assessment dossier (including their individual culture map, as analytical essay about their own educational background, the expectation paper on the online course they are doing and final reflection paper). After the research, students learn to (1) recognize the challenges they had while they were doing the online course; (2) explain the benefits of online learning in MCG; (3) assess the contribution of other group members on group functioning; (4) successfully solve problems caused by different standards of interaction, styles of thinking and styles of problem solving in multicultural group; (5) recognize and develop their personal styles of online communication.

The abovementioned training tips comply with the basic requirements for making online learning more interactive and fruitful, such as maintaining active engagement of students, encouraging accountability, nurturing motivation and building a learning community.

The ultimate goal of the culture mapping technique, which has proved to be an effective management tool in the business world, can equally be an effective tool of achieving better understanding between students of different cultural background in the online academic environment. Both MCG students and teachers need to understand that many challenges in the online classroom come from culture-related differences, rather than from individual features of the students.

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VOICETHREAD AS AN INNOVATIVE TOOL TO USE IN ONLINE CLASSES

Online teaching has been applied for several years, the COVID-19 pandemic has promoted it on a larger scale. Previous research proved the effectiveness of innovative online applications but did not consider the mechanisms of using these platforms during online classes. The present study aims to fill these gaps by answering the following research questions: 1) To what extent does the use of *VoiceThread* enhance learning of the target vocabulary? 2) To what extent do learners using *VoiceThread* outperform learners in the traditional approach group? The research participants were 30 undergraduate engineering students. The results of the pre-/post-test comparison show that the use of *VoiceThread* facilitates vocabulary learning.

Keywords: online teaching, language learning, innovative tools, *VoiceThread*, vocabulary.

Literature review

During COVID-19 pandemic most universities adopted online teaching to maintain student learning. The purpose of this study is to explore *VoiceThread* platform for online teaching processes.

Previous studies explored how students respond to obstacles involved in online learning using Moodle or Google Classroom platforms during the COVID-19 pandemic. The results showed that

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students faced various obstacles during online learning, such as ignorance of e-learning and slow internet connection [e.g., 5]. The researchers conducted a detailed analysis of the situations where a lot of misunderstandings appeared during online classes and evaluated thoroughly teacher and student behaviors and strategies in online education [2]. One of the useful ways to organize an online class was to create a code of rules which students needed to follow.

Some studies emphasize the importance of using digital tools in the educational process and state that the popular eLearning tools such as *Kahoot!* can easily be utilized to add vitality, student engagement, and meta-cognitive support [6]. Moreover, Ermatova [3] highlighted the importance of virtual education in the modern world. It helps the teacher to make classes more engaging. For teaching a foreign language, Khodjikulova et al. [4] considered the experience of using electronic platforms. However, the authors neither provided a detailed description of these platforms nor considered the mechanism for using online tools during online classes.

Previous research mainly focused on qualitative methods such as self-reflections, interviews, whereas the current study uses a quantitative analysis to explore the potential of the new innovative online tool *VoiceThread* to organize the educational process in an online format. While earlier research papers were devoted to popular online tools, innovative tools have not yet received much attention. Therefore, the present study was carried out to implement *VoiceThread* in the online classroom, evaluate its effectiveness during e-learning and compare it with the traditional methods of teaching. Considering the findings of the previous research, the present study aims to uncover the abovementioned gaps and answer the following research questions: 1) To what extent does the use of *VoiceThread* enhance learning of the target vocabulary? 2) To what extent do learners using *VoiceThread* outperform learners in the traditional approach group?

Methodology

30 B1-level students participated in an intervention that used *VoiceThread*. They were divided into an experimental group (n=15)

and a control group (n=15). The experimental group completed tests and practiced their language skills with *VoiceThread*, while the control group practiced their vocabulary items in a traditional manner. This helped us to measure objectively the benefit and effectiveness of using *VoiceThread*.

In this study, *VoiceThread* was a tool that served as the basis for delivering lessons and increasing students' engagement. The versatility of this online service helped the students to create lectures, presentations using slides with audio and text comments. The students could organize comments on the slides in the presentation, involving all the participants in the work. The vocabulary topic of this study was "New Technologies". This topic was chosen because of the interest of the target group. The meaning recognition vocabulary pre-/post-tests measured the participants' knowledge of 9 target phrases (*sophisticated, in advanced technology settings, to cover issues in depth, booster of globalization, to launch, to precede, to upgrade, tech savvy, state-of-the-art*). The pre-/post-tests were identical to measure the participants' uptake of the target vocabulary after the intervention.

The study implemented the following procedure. First, all the participants completed a meaning recognition pre-test. Then, the experimental group used *VoiceThread* to practice the target vocabulary. With the help of *VoiceThread* the students described pictures, created monologues, completed discussion assignments, commented on pictures and videos, and added multimedia. Therefore, the tasks on the platform were designed in such a way as to help the students apply lexical units in their own speech. The students made their own voice recordings on the topic "New Technologies". The control group studied new words in a traditional way of learning lexical units. At first, the students were given new lexical units with their definitions. The next step was to compete the tasks on matching and filling in the gaps. The last step was a speaking task to practice the new vocabulary. The training lasted for two weeks and was followed by a meaning recognition post-test.

Results

The analysis was conducted using JASP software for statistical analysis. The analysis included the results of the pre-/and post-tests as dependent variable and group (experimental or control) as an independent variable. A paired sample t-test was applied to compare the differences between the pre- and post-tests of the students' lexical knowledge. This test was used to compare data from the same sample at different times. Then, we carried out a non-parametric Independent T-test to see whether *VoiceThread* had affected the improvement of the students' lexical knowledge. This type of test allowed us to determine whether the learning results of two different groups were equal or different.

The descriptive statistics are presented in Table 1. To answer the first research question, the Wilcoxon's signed-rank test showed that the learners in both experimental and control groups significantly increased their vocabulary scores between the pre-test and the post-test ($Z=-3.408$, $p < .001$; the results of the paired samples test for the control group ($Z=3.059$, $p=.002$). The results suggest that the students' knowledge of the target vocabulary significantly increased.

		N	Mean	SD	SE
Experimental	Pre-test	15	4.933	1.907	0.492
	Post-test	15	8.800	0.414	0.107
Control	Pre-test	15	3.333	1.633	0.422
	Post-test	15	5.733	0.799	0.206

Table 1. Descriptive Statistics

To answer the second research question, the Mann-Whitney U test showed that the experimental group scored significantly higher in the vocabulary post-test than the control group ($U = 223.500$, $p < .001$). The results of the pre-/post-test comparison suggested that the use of *VoiceThread* was more efficient in facilitating the target vocabulary learning compared to the control group that practiced the target items in a traditional manner.

Conclusions

To summarize, the results of the study show that the *VoiceThread* platform significantly influenced the learning process of the participants. It can be implemented on a regular basis not only during online classes, but also for students' home tasks as additional practice. It has been proven that *VoiceTread* motivates students to learn lexical materials, boost their vocabulary and reinforce their knowledge of English words. The *VoiceThread* platform can allow teachers to make their lessons more interactive and engaging. It is worth noticing that *VoiceThread* does not include practicing all language skills (e.g., writing), therefore, future research should focus on designing and developing a platform that would allow students to practice all four language skills.

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MOBILE LANGUAGE LEARNING APPLICATIONS IN A MULTILINGUAL EDUCATIONAL ENVIRONMENT

Studies into mobile language learning have shown positive results on language improvement, but they have mostly focused on mono or bilingual utilization of the last. This article presents the review of 5 educational programmes with an emphasis on their implementation in a multilingual educational environment (aiming English and German learners).

Key words: multilingualism, mobile learning, MLLA, review, translanguaging, digitalization.

At present time it's been acknowledged by a large body of data that technology has had a considerable impact on the landscape of education, introducing more and more approaches to learning and teaching foreign languages. There's no need to list the advantages of m-learning (mobile learning) inside and outside of the classroom but it's not uncommon for educators to limit the possibilities of applications and educational programmes due to existing mono and bilingual paradigm in language learning. The educational environment is significantly changed as, in recent years; many countries have witnessed an influx of refugees, asylum seekers and immigrants thus challenging the society and educational institutions. New multicultural communities are changing the language environment and posing a new communicative task to foreign language learners and teachers. It is becoming increasingly clear that in the modern world, knowledge of one foreign language is no longer enough for successful intercultural communication. English, being a lingua franca, of course has more possibilities, allowing a teacher to expand the linguistic repertoire of their students while in a multicultural classroom. If the multilingual approach was initially considered ineffective [1; 6], then over the past decade there has been a significant increase in research on this phenomenon in the world of foreign language teaching methods [3; 4]. Multilingualism understood here to mean the ability to use more than two languages at least to some extent, or in the words of Linck et al. [5, p. 666], *having some degree of proficiency in more than two languages*. The concept of multicompetence supports the idea of producing proficient language users who are capable of utilizing all the languages they know within the studying process by translanguiging. Translanguaging can refer to a pedagogical strategy that includes intentional use of different languages, or as defined by Cenoz and Gorter [2, p. 359]: *[Translanguaging is] the combination of two or more languages in a systematic way within the same learning activity.*

In this article we are talking about the use of English as a mediator in the study/improvement of knowledge of the German language with an emphasis on mobile learning. Taking into account the numerous advantages of digitalization, we also have some concerns about the autonomous work of students with various learning resources, so we insist that a teacher controls this process.

Earlier we mentioned that in the Russian-speaking educational space, learning resources are viewed from the position of mono or bilingual, assuming that a Russian-speaking user learns only one language (in our case, only English or only German) in the classroom. We propose to offer students who have knowledge of German and English to improve their skills through translanguaging by using multilingual applications. Thus, the present article aims to briefly review several mobile language learning applications for multilingual educational purposes.

1. *Babbel* https://my.babbel.com/dashboard?ref=navbar

This app is user-friendly, has a minimalist layout and helps a learner boost their vocabulary, grammar and listening skills via compiled lessons. Some of the reviews mention it to be course-like, which highlights its educational rather than entertaining purpose. *Babbel* is free though you can subscribe to a package.

2. *Memrise* https://app.memrise.com/dashboard/scenarios/learn

Along with all the well-known techniques for memorizing new words, improving grammar and practice of listening, this application stands out among others with an excellent feature. *Memrise* users can watch short videos that are voiced by native speakers, thus virtually immersing themselves in the country of the language being studied. Students have the opportunity to practice listening skills by listening to different voices without getting used to them. Another advantage of the application is that it helps you spot patterns in the language to make it easier for you to improve your skills. *Memrise* is free but you can choose a subscription that suits you most.

3. *Ewa* https://appewa.com/courses

Ewa offers her subscribers a wide range of opportunities to improve their English language skills by reading books with a built-in dictionary and a mode for memorizing unknown words from the text, but the main thing is that the application has collected a huge database of mini-videos from movies and TV series on various everyday topics. Users first watch fragments of a video on a specific topic (for example, acquaintance), and then perform various tasks. It is important that *Ewa* offers all the tasks in the language that a user chooses (in our case, it is German), and the vocabulary and videos are presented for learning English. Ewa is also free.

4. *Busuu* https://www.busuu.com

When you sign up for *Busuu*, you select a language you want to learn, and the app helps you determine how advanced you are in it. It provides a learner with a wide range of topics for studying and creates an individual study plan to reach his or her goals in language learning.

5. *Lirica* https://www.lirica.io

This app is unique in how it approaches teaching German. Instead of traditional teaching methods for learning a language, *Lirica* uses popular music by various artists to help you learn language and grammar. On top of learning the language, you're also immersing yourself in the culture behind it. The app also includes facts about the artist while you're learning. *Lirica* has a free one week trial.

In conclusion, it is worth noting the fact that the applications described by us are considered to be only tools in the hands of a teacher of foreign languages, and with proper use can effectively influence the educational process. When implementing multilingual teaching in foreign languages, these educational resources will help students get used to switching between languages, simultaneously use the languages available in their repertoire and achieve their educational goals.

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PORTFOLIO AS A TOOL FOR ASSESSING STUDENTS' ACADEMIC ACHIEVEMENTS IN LEARNING L2

The article considers portfolio as a tool for assessing students' educational achievements. This topic is relevant due to the constant development of modern education, the need to use new forms of assessment and focus on the individual qualities of students to develop various skills. The author examines portfolio features, its various models and peculiarities of its structure.

Key words: knowledge assessment, portfolio, portfolio models, portfolio structure.

The main purpose of assessing students' knowledge is to assess the degree of progress of academic goals [4, p. 13]. The assessment is a key aspect of learning, which considers the capabilities of the student and focuses on achieving goals and completing tasks while learning L2. The modern system of education aims not only at teaching L2 to students, but also at developing various skills, such as self-assessment, self-control, introspection, and responsibility for their education. Students master these skills as part of an alternative assessment. Alternative assessment of knowledge arose as a reaction to the traditional form of assessment and came to replace standardized tests and typical exercises.

Alternative assessment is also called *performance test* or *authentic test* because it is directly related to achieving a specific goal with the help of new knowledge. The student is asked to complete various tasks, the meaning of which is to understand the goals of learning and teaching [1, p. 208]. An alternative form of knowledge assessment evaluates students according to what they do in class. Professor at Northern Arizona University R. S. Anderson believes that it is impossible to come to a single model or solution because all people interpret knowledge differently. Therefore, the main feature of the alternative assessment is the availability of opportunities for students to demonstrate their knowledge in a longer period and with less emotional stress [6, p. 12].

As part of alternative assessment, there are various methods of assessing students' knowledge: non-verbal responses, oral interviews, presentations, conferences, K-W-L diagrams, peer review, portfolio, etc. [7, p. 62]. One of the leading methods of assessing students' achievement is the portfolio. The purpose of the portfolio in the context of teaching English is to demonstrate the degree of communicative competence of the student using samples of oral and written speech. A portfolio can be defined as "a collection of reports on a student's work for a certain period of time". American educators J. Arter and V. Spandel argue that the portfolio should include the participation of students in the choice of content, criteria for evaluating achievements and introspection [2, p. 562].

The portfolio is one of the most significant innovative tools for teaching foreign languages. Its innovation is the use of reflection and the development of self-assessment and self-control skills in the process of language learning. Students acquire not only basic skills, but also analyze their strengths for their subsequent use when learning a foreign language. When working with a portfolio, a student develops a clear understanding of the goals and objectives of learning, as well as an interest in the object of study. This interest and involvement in the educational process is caused by the active participation of the student in choosing the types of tasks included in the portfolio and drawing up the criteria for evaluating the portfolio together with the teacher. This form of assessment of students' achievements in the field of a foreign language allows a student to approach the educational process creatively, to show their progress over a long period of time. These qualities of the portfolio characterize it as a modern element of the educational system.

Various portfolio models are presented in international research of L2 [5, p. 32]. Currently, the following portfolio models are distinguished in the Russian- and English-language teaching literature: showcase portfolio, personal development portfolio, learning portfolio, process portfolio, evaluation portfolio, documentation portfolio, e-portfolio, portfolio for planning, proficiency portfolio, etc. The differences between these models are based on parameters such as different form and content, achievement of different goals and the purpose of the portfolio for different levels of education.

Based on the above-mentioned features of each portfolio model, it is possible to form a classification according to which all portfolio models can be divided. According to the form of presentation, portfolio can be electronic (e-portfolio). According to the presence of reflection in the process of working on a portfolio, there is a personal development portfolio, a learning portfolio, a process portfolio, an evaluation portfolio, as well as a portfolio for planning [3, p. 74]. According to the purpose of presenting the final achievements, it is possible to distinguish a showcase portfolio, a documentation portfolio, and a proficiency portfolio. This classification helps to clearly identify the features of each portfolio model and allows teachers and students to choose the model from the set to achieve specific goals.

It is worth noting that nowadays the portfolios with the universal format are widely used. One of these portfolio models is the European Language Portfolio. Researchers distinguish 3 parts within the framework of the European Language Portfolio [5, p. 38]. The first is the language passport, which provides an overview of the proficiency in various languages in the field of skills, qualifications and competencies and allows self-assessment, evaluation by teachers and educational institutions. The next part of the language portfolio is the language biography, which acts as a diary of language learning and intercultural acquaintance. The third part of the language portfolio is the dossier. It includes a collection of examples of student's work demonstrating language competencies and achievements.

While analyzing recommendations on the features of the methodological foundations of structuring the portfolio of various European and Russian methodologists, as well as analyzing the structure of various portfolio models, focusing on the European Language Portfolio, we identified the criteria for the portfolio content. According to these criteria, the portfolio should contain personal information about the student, for example, a short description of their personal qualities, hobbies, and interests, as well as the student's level of proficiency in a foreign language. This information can be presented into the section called "About yourself".

The next criterion for the content of the portfolio is the availability of detailed information about the language knowledge of the student. This information is provided to students gradually by reflecting on the progress of language learning, recording successful and unsuccessful moments, as well as analyzing acquired skills. The student analyzes achievements in the field of language, notes specific skills that he managed to develop at certain stages, and problematic aspects for further work on them. This information can also be combined into a separate section "Language biography", which correlates with one of the sections of the language portfolio according to CEFR. The final part of the portfolio is to demonstrate the progress of students by providing various works: essays, articles, research papers, projects, etc., which clearly show the student's progress in the field of foreign language acquisition. This part can be called "My progress".

Therefore, the portfolio as a forms of assessing students' achievements in the field of foreign languages is becoming increasingly popular as it allows teachers to track the success of students based on a long time and teach them self-assessment and self-control skills. Different portfolio models contribute to the achievement of various educational goals. Therefore, the proposed classification allows to make the right choice of the portfolio model and determine its structure. Based on the analysis of the structure and content of various portfolio models, it can be concluded that there is no single structure suitable for all situations and all purposes. However, there are common elements of the structure that would fit each model. These elements can allow students to have a clear understanding of the portfolio and its components and actively use the portfolio as a tool for assessing knowledge in their educational activities.

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FEATURES OF THE ENGLISH LANGUAGE OF SHAKESPEARE'S TIME (based on the text of W. Shakespeare's tragedy "Hamlet")

This article examines some features of the English language of Shakespeare's time. Some words and grammatical constructions have completely disappeared from everyday life, and new ones have appeared instead. Others, on the contrary, remain in the lexicon, but may acquire additional meanings that are no longer peculiar to them.

Key words: lexicon, language structures, semantics, grammar, vocabulary.

In different periods of time, the language acquires certain features and peculiarities, "lives" with us, develops and changes. Some words and grammatical constructions disappear completely, new ones appear instead. Others, on the contrary, remain in the lexicon, but may acquire additional meanings that are no longer peculiar to them. Archaisms have been studied by such famous linguists as A. I. Galperin, O. V. Afanasyeva, N. N. Morozova, I. V. Arnol'd, R. S. Ginzburg and many others [4, p. 68].

In this article we want to examine some features of the English language of the late XVI and early XVII centuries. The tragedy of W. Shakespeare *Hamlet* was used as the research material because one can find many examples of obsolete words and grammatical constructions in this work.

The language of W. Shakespeare belongs to the New English period, which was characterized by the formation and subsequent development of the norms of the English language, both lexical and grammatical. It was the time when the Great Vowel Shift took place, which left a special imprint on the entire vowel system of the New English language [2, p. 203]. The diversity of Shakespeare's linguistic structures lies in the huge number of meanings of this or that word he used. His language stood out for its semantic richness, because Shakespeare used words and their meanings from the folk language of his era [1, p. 8].

Probably, it is not a secret now that the pronouns *you* (ты) and *You* (Вы) were expressed in English by different words. The singular pronoun of the 2nd person was *thou*, and the plural pronoun of the 2nd person was *you* [3, p. 118]. *Thou* had the following forms:

- thou – personal pronoun, nominative – “you” (in Russian – ты);
- thee – personal pronoun, indirect case – “you” (in Russian – тебя, тебе);
- thy – possessive pronoun – “your” (in Russian – твой);
- thine – the absolute form of the possessive pronoun – “yours” (in Russian – твой);
- thyself – reflexive pronoun.

We can find the following examples of the usage of this pronoun in the tragedy *Hamlet*:

LAERTES: Mine and my father’s death come not upon ***thee****, nor* ***thine*** *on me.*

HORATIO: As ***thou*** *art to* ***thyself****...*

From the basics of grammar, we know that in the Present Simple, the verb form changes only in the 3rd person singular. However, it used to change in the 2nd person singular. So, let us take the verbs *to be, to do, to have* and see how they changed their form depending on the person and number.

To be: I am – thou art – he is. In the examples given below, we see the *art* form, which is no longer used.

MARCELLUS: Thou ***art*** *a scholar; speak to it, Horatio*

To do: I do – thou dost – he doth/he does. Let us turn again to the tragedy *Hamlet* for examples:

*HAMLET: My excellent good friends! How **dost** thou, Guildenstern?*

*KING: What, Gertrude? How **does** Hamlet?*

In the form of the 3rd person singular, as we can see, variation in the use of either *doth* or *does* is allowed. Shakespeare's frequency of their usage is approximately equal.

To have: I have – thou hast – he hath/he has. As with the verb *to do*, two options are possible in the 3rd person singular. Shakespeare prefers the former, while O. Wilde ignores this form and uses *has*, even when writing in the so-called "Shakespearean language".

*KING: Hamlet in madness **hath** Polonius slain, and from his mother's closet **hath** he dragg'd him...*

*MARCELLUS: What, **has** this thing appear'd again tonight?*

Modal verbs also had some peculiarities, namely, the ending -st was added to *can, may, dare* in the 2nd person singular: *thou canst, thou mayst, thou darest*; the modal verbs *shall* and *will* changed their form to *shalt* and *wilt*, respectively, for example:

*POLONIUS: Thou **canst** not then be false to any man.*

*QUEEN: What **wilt** thou do?*

*HORATIO: Horatio, when thou **shalt** have overlooked this, give these fellows some means to the king: they have letters for him.*

When the past tense was used with the pronoun *thou*, the verbs also changed their form. The ending -*st* was added to the modern form of the Past Simple [3, p. 195].

*HAMLET: O Jephthah, judge of Israel, what a treasure **hadst** thou!*

*KING: What **wouldst** thou have, Laertes?*

One can also find pronominal adverbs in Shakespeare’s works which have now practically disappeared from the language. For example, the word *therefore* is still used in English as a conjunction, but the adverb *wherefore* has practically disappeared.

*HAMLET: Say, why is this? **Wherefore**? What should we do?*

Only the word *hence* has passed into the modern language and is a union, while *whence*, *thence* are either not used or rarely found.

*LAERTES: ...your leave and favour to return to France, from **whence** though willingly I came to Danemark...*
*ROSENCRANTZ: Tell us where this, that we may take it **thence**...*

However, there are adverbs that have passed into the Modern English, but are not practically used, for example *whither*, *thither*, *hither*.

*HAMLET: **Whither** wilt thou lead me?*
*HAMLET: In heaven; send **thither** to se: if your messenger find him not there, seek him in the other place yourself.*
*QUEEN: come **hither**, my dear Hamlet, sit by me.*

The vocabulary in Shakespeare's time was also different from the modern one. Here are some words that are not currently used, but they do not cause difficulties in understanding since their etymology and formation are quite clear:

1) yesternight – last night (in Russian – вчера ночью). Everything is clear: if *yesterday* is literally yesterday afternoon, then *yesternight* is last night.

*HORATIO: My lord, I think I saw him **yesternight**.*

2) thrice – three times (in Russian – трижды). As they formed one – once, two – twice, so they had the adverb *thrice*.

*HORATIO: ... **thrice** he walked...*

3) methinks – I think (in Russian – я думаю).

*HAMLET: my father! – **methinks** I see my father*.

4) methought – I thought (in Russian – я думал).

*HORATIO: But answer made it none: yet once **methought**...*

5) ‘twixt=betwixt – between (in Russian – между)

HAMLET: So fare you well: upon the platform, ‘twixt eleven and twelve...

6) exeunt – go away (in Russian – уходить). This form is used by Shakespeare in remarks and informs about the departure of characters from the stage. If one character leaves, the remark is as follows – [Exit], but if several people leave the stage, then we see the word [Exeunt]. Exeunt is the plural form of the Latin verb *exeo* (уходить).

So, we can conclude that the vocabulary of the Modern English is a product of a number of epochs, being the most mobile and changeable element of the language. The history of vocabulary is an important part of the history of the language and people themselves. As I. V. Arnold noted: “Regular sound correspondences between separate stages of development of each language allow us to restore those elements or words from which the word historically arose, and the study of old texts and the comparison of contexts in which the word occurs help to restore the history of the meanings of this or that word” [3, p. 101].

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FOREIGN LANGUAGE TRAINING OF CHILDREN WITH DYSLEXIA IN COMPREHENSIVE SCHOOL

The article deals with the problem of teaching foreign languages children with dyslexia. In the article dyslexia is specified as deviation of the reading process; inability for written speech activity skills acquirement relating to the process of foreign languages training. Some psychological and methodical recommendations how to organize the process of teaching "word blind" schoolchildren foreign languages are given.

Key words: language training, foreign language teaching, dyslexia, word blind children, inclusive education.

The problem of teaching foreign languages children with dyslexia on an equal footing with children without specific characteristics and difficulties is an important task for modern comprehensive schools, which should be addressed as well as through inclusive education. Realization of the right of every child to receive an education that meets his or her needs, transition to integrated forms of education for children with dyslexia, their inclusion in the general education system updates the development of methods of teaching a foreign language, taking into account the individual needs and capacities of each dyslexic child.

Dyslexia, traditionally defined as “...specific disruption of the reading process, persistent inability to master written speech activity, manifests itself in errors of technical (method, correctness) and semantic aspects of reading” is a serious obstacle to the formation of the child’s developed linguistic personality [2, p. 167].

In this respect addressing the problem of teaching dyslexia in comprehensive schools is topical and is conditioned by the following factors:

– little public awareness of the nature and impact of dyslexia on learning ability and personality in general (according to survey two-thirds of Russians (61%) do not know about this problem; 22% have heard the terms, but they can’t explain their meaning; about 60% believe that this phenomenon is a very rare one);

– weak preparation of foreign languages teachers for work with “word blind children”;

– the lack of methods, developments and techniques for teaching foreign languages to children with dyslexia, as manifested by the previous two factors.

The problem of the study is to search for new methods and practices of teaching children with dyslexia a foreign language in a secondary school.

According to M.M. Piotrovskaya “... in Russian school children with dyslexia are considered simply neglectful students – during the dictation, they, for example, can replace the letter ***y*** at the end of the word with ***u*** or “mirror” the letters or swap them in the word. And on a formal basis, this will be considered an error that reduces the overall score. In the Russian educational system, the fact that you read slowly is much more important than the speed of answers to questions and general outlook” [4].

Teaching foreign languages is impossible without motivation caused by the syndrome of school maladaptation and anxiety. Therefore, secondary school teachers need to master the technique of teaching children with dyslexia, and for this it is necessary to increase the methodological and research base for working with dyslexia.

Since teaching foreign languages in a comprehensive school relies mainly on reading, the students – dyslexics operative memory weakness leads to the following difficulties:

1. Difficulty with spelling and writing because they have to maintain many different brain processes at the same time.
2. Difficulty to remember what they have just read for the same reason as above.
3. Difficulty with studies and searching for new information.
4. Inability to adapt their learning style to the task at hand – instead children with dyslexia may have the only way of learning that they try to apply to all tasks.

In this regard, it is very important to develop effective techniques for the early detection of dyslexia.

Today, in Russia there is only one standardized method of early detection of dyslexia (MEDD) by A. N. Korenev. It was developed in 1982 and published by the Ministry of Health of the USSR. It is important to note that psychometric examinations of preschoolers and schoolchildren are not mandatory, in addition, the widespread stigmatization of mental characteristics plays an important role in avoiding logopedic and psychological diagnostics [3, p. 56—58].

Pupils with dyslexia may make spelling mistakes indicating that some sounds have not been properly processed. For example, a child with dyslexia may pronounce *jump* as *jup** or *blind* as *blid**, suggesting that the child did not distinguish between two bilabial sounds (/m/ and /p/) in jump or alveolar (/b/and /d/) in blind.

Children have a natural gift for learning a language, and most of them master oral speech without much difficulty. However, children with dyslexia have problems with speech development and have disturbances in the use and understanding of spoken language. Dyslexia also affects a child's speech due to difficulty processing speech and reproducing a word, meaning children may know a word but have difficulty remembering how it sounds. Such students may find it hard to pronounce words, enrich their vocabulary, and learn the grammatical rules of the language. Children with dyslexia also tend to need more time and more repetitions verbally to memorize information.

In addition to affecting speech processing, dyslexia can also affect memory. Poor memory is a key characteristic of the dyslexic brain. This means that while students may seem to have a good understanding of the information offered, they often find it difficult to recall concepts later on. Due to the fact that it is more difficult for them to reproduce data, students with dyslexia can sometimes replace the desired concept with a similar word in full confidence in the grammatical and semantic correctness of their speech. A common example of this are dyslexics, who often confuse the word *specific* and *pacific*.

Reading is one area where weak operative memory complicates the task. Students with dyslexia have very poor verbal (auditory) working memory and have difficulty with remembering the sequence of information presented aloud, such as instructions, new words, and even names. Their poor verbal working memory means they find it hard to repeat new or unfamiliar verbal information. This may make them feel embarrassed to repeat information in front of other students.

To provide for proper and early pedagogical assistance a teacher working with dyslexic students must be able to use a variety of methods and aids, including psychological ones, to help their students. When it comes to the techniques and tools used by teachers in everyday dyslexic activities, the two most commonly cited methods are the multisensory approach, as well as building self-confidence and motivation.

The multisensory approach is that to ensure the effectiveness of students' learning, all senses are used to provide students with more ways to remember and define what they are learning. One example of a multisensory approach is ***the color coding of parts of speech***, where each category is assigned different colors according to their grammatical gender.

An effective method of improving English writing skills among dyslexics is ***the alphabetic principle***, which is defined as "awareness of phonemes in speech and the ability to segment (separate) and combine isolated phonemes back into words”; which involves two stages: analysis and synthesis.

In the practice of working with dyslexics, the *SLOGY* remote correction method of dyslexia, developed at the *Laboratory of Neurocognitive Technologies* of St Petersburg University under the guidance of Professor Alexander Kornev, is widely used. It allows to achieve an individual approach to each child and is based on the selection of material for increasing complexity of skills acquired.

As for psychological recommendations, it is necessary to indicate the need to develop in children with dyslexia the skills of self-organization and self-regulation (sub-skills), which is one of the most important factors for success in learning.

Let’s take, for instance, dyslexics, having difficulties with the sequence of information (for example, letters of the alphabet, phone numbers, chronological events, days of the week, class schedules, etc.) Here the rhythm of learning letters in blocks (from *a* to *g*, from *h* to *n*, from *o* to *u* and from *v* to *z*) can help, a similar approach can help when studying the seasons, months. That is, you need to practice the placement and search for information, starting with several elements and consistently and gradually increasing their number.

To develop writing skills, in case of difficulty in taking notes due to poor handwriting or difficulty in perceiving the entire text, the teacher can ask the student to write down only keywords.

Summing up, we can say that a qualified teacher of a foreign language ought to know about the nature of specific forms of learning difficulties, as well as follow the above psychological and methodological recommendations of practical techniques in order to identify them at the appropriate times. Only then he will create conditions for the full development and education of a child with dyslexia in a secondary school.

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THE PROBLEM OF "ECOLOGIZATION OF EDUCATION" IN FOREIGN LANGUAGES TEACHING

The article deals with the problem of *ecologization* of education, which has become especially relevant in recent years. The definition of this concept, developed by the researchers, is presented. Arguments are given as to why this problem is methodically and methodologically unresolved at this stage. It is concluded that there are opportunities for the ecological formation of the individual in the training of specialists of various majors including foreign language teachers.

Key words: interdisciplinarity, educational process, ecological culture, *ecologization of education*, foreign languages, *greening*, nature.

The significance of this article lies in the fact that nowadays there has appeared such a concept as *ecologization of education* in the society and in the scientific and pedagogical literature, which means the processes associated with the optimization and harmonization of relations between man, society and nature, and the changes that arise in spiritual and material life in the conditions of the ecological crisis, radical transformation of social life [2, p. 47].

In this article we are talking about the *greening* of the education system, which researchers define as follows: it is a trend of penetration of environmental ideas, concepts, principles, transitions to other disciplines, as well as the training of environmentally literate specialists of various profiles [4]. It is in our days that the greening of the entire system of education and upbringing in general is required. The final goal of this transformation is the penetration of modern ecological ideas and values into all spheres of the society, its greening, because through the greening of all public life, humanity can be saved from an ecological catastrophe [7].

The greening of education problem has been reflected in a number of authors' investigations. One of them proposes to implement a consistent ecologization of university academic disciplines. This process affects both academic and extracurricular activities of students and it is based on the principles of integrity, unity and continuity of all links and stages of university education, as well as the establishment of interdisciplinary connections and integration of academic disciplines.

It is important that information on environmental issues is introduced into the major training courses, taking into account the peculiarities of every subject. It is possible to implement this in a course of lectures, seminars, laboratory classes, at the end of the presentation of the topic (unit), at the end of the study of the entire theoretical course. At the same time, the ecological content should be clearly defined in each section. It is also proposed to carry out the interrelation of environmental and educational aspects of the studied material, to carefully consider the methodology of material presentation [6].

This principle contributes to the formation of a new individual who is aware of himself in continuous connection with nature and lives in accordance with the laws of nature, the formation of a specialist who will create new technologies and equipment to ensure the implementation of the concept of sustainable development of the society [3].

Environmental education is an organic and prioritized part of the entire education system, giving it a new quality, forming a different attitude not only to nature, but also to society, to man (ecohumanism). The greening of education means the formation of a new worldview and a new approach to work based on the formation of humanitarian and environmental values. Thus, the process of *ecologization* of education is the process of penetration of ecology ideas into its content.

The methodological organization of environmental education is of fundamental importance in this process. It should be noted that there are two main trends here: 1) development of a separate subject *ecology*, which should be introduced into the content of education at various levels; 2) *ecologization* of all academic subjects, that is, interdisciplinary discussion of environmental problems [1].

In our opinion, the second approach is the most promising, since ecology is an interdisciplinary science. Therefore, environmental education should be carried out not only through the introduction of general and special courses on nature protection and ecology, but also by introducing environmental knowledge into the content of general education disciplines, as well as be based on system-forming environmental ideas and concepts.

The ecological culture of a young person assumes that (s)he has certain knowledge and beliefs, readiness for work, as well as practical actions consistent with the requirements of respect for the natural environment. It is the ecological culture that becomes an important indicator of social activity and consciousness of a young person. The formation and development of ecological culture is a complex process. It is ensured by the coordinated influence of politics, law, science, production, art and education. Mastering ecological culture leads to a change in the individual needs of the trainees, because “thinking environmentally”, a person will act environmentally.

Academician N. N. Moiseev was the first to introduce the term *ecologization of education* into scientific circulation. In his concept almost all the subjects taught in the school course must contain environmental material. And not only biology, chemistry, geography, but also mathematics, literature. All of them can become a means of obtaining ecological ideas and ecological knowledge [5, p. 110]. Subsequently, ideas about the scope and content of the concept of *ecologization* were developed.

Meanwhile the scholars question how to determine what should be added to the already established structure of the content in educational subjects during their greening, how to do it methodically both from the point of view of the interests of the subject and from the point of view of contribution to the achievement of environmental education goals. By the present moment N. N. Moiseev's key idea of giving education an "acute ecological orientation" methodologically has remained unresolved.

The main problem of "greening" for environmental education itself is that its planned results cannot be achieved after "filtering" through academic subjects. Academic subjects include environmental material to the extent that it works to achieve subject results, and teachers are very cautious about the educational tasks of environmental education, not unreasonably seeing them as a threat to the consistency of the subject. *Ecologization* often destroys the logic of studying an academic subject, leads to an increase in the volume of content and a blurring of the subject structure. As a result, not only the goals of environmental education are not achieved, but the effectiveness of subject education is also reduced. Unfortunately, it should be recognized that it is not always possible to technologically integrate the content of environmental education into the subject structure.

Therefore, in practice, *ecologization* is reduced either to interdisciplinary interaction with academic subjects in which there is classical ecology (the result is the formation of interdisciplinary knowledge and skills); or to the inclusion of applied environmental knowledge in their content (issues of nature conservation, ecology in everyday life, etc.); or to the replacement of environmental education by natural science, local history or educational activities (as a result of which scientific ecological knowledge is generally eliminated from the content, and environmental education is eroded and it absorbs almost everything that is somehow connected with nature). The universal *greening* of academic subjects, understood in this way, is not essential and, of course, does not assist in achieving the planned results.

Nevertheless, researchers of this problem believe that the greening of academic subjects should proceed from the interests of the academic subject, rely on the specifics of the content structure of natural science, humanities and technical subjects, but not destroy it, maintain the consistency of the subject content, and at the same time – systematically solve the key tasks of environmental education [1].

Further studies in the structure of the aspect prove that the ecological content and modeling its interaction with the subject matter may be of interest to specialists not only in the field of environmental education, but also in other fields, for example, mathematics and computer science, economics, as well as preparing specialists in the field of education, including foreign language teaching.

As an example, we can demonstrate an extract from “The Educational Programme” – “A Foreign Language for Business and Professional Communication (English)” – for students studying Economics and Management in one of the Universities of Economics. This extract is that part of the programme, which describes the content of the discipline. Among the themes in the programme, such as: 1. Business communication. Business etiquette. 2. Meeting with the potential partners. 3. Presentation of the enterprise (firm). 4. Negotiations. 5. Contracts. 6. Conflict situations, etc. the theme “Ecological environment. The ecology of the enterprise” can also take place.

Based on the above, one can say that when training specialists of various profiles, including foreign language teachers, there are opportunities for the implementation of a systematic pedagogical model focused on the continuous ecological formation of the student's personality in a professional educational institution and can be implemented within any professional educational program. In accordance with this, the goals of step-by-step *ecologization* of vocational education are interrelated with the stages of personality formation and are defined as the consistent formation of environmental literacy, environmental education, environmental component of professional competence, environmental culture, integration of the environmental component into special disciplines, which ultimately allows the formation of environmental culture of the student [8].

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THE ROLE OF STRATEGIES TO EXPLAIN A NEW CONCEPT IN ADAPTING ACADEMIC TEXTS FOR A COURSE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE IN UNIVERSITY SETTINGS

Since a lot of learning happens from texts, an important issue in teaching a particular subject area in a foreign language is adaptation of linguistically and conceptually complex texts to the language level of students who have to acquire professional knowledge in a foreign language. We discuss the role of strategies to explain a new concept which fall into a broader category of mediation strategies as introduced in Common European Framework of Reference for Languages (Companion Volume with New Descriptors, 2018) in adapting professional texts used in a course in Teaching English as a Foreign Language in university settings.

Key words: Common European Framework of Reference for Languages, mediation strategies, strategies to explain a new concept, academic text, knowledge mediation.

The number of international students in the Russian Federation is steadily growing. Since more and more people from diverse linguistic and cultural backgrounds choose to get a degree from Russian universities, of particular concern is the issue of teaching subject content in a non-native language. A considerable amount of literature has been published on the use of Content and Language Integrated Learning (CLIL) as a tool for teaching both content and language simultaneously. However, despite many benefits of CLIL, research also shows that students are raising concerns about the need for reorganisation and extension of study materials so that they better reflect their current knowledge of both content and language [5]. In other words, it is not only the course structure that matters but also the texts students learn from.

Struggling to grasp professional concepts in a non-native language, some students opt for additional reading in their native language or search for definitions of professional vocabulary elsewhere [5]. Further analysis shows that what many students do intuitively while working with academic texts in a non-native language fits particular descriptors of strategies to explain a new concept introduced by the 2018 Companion Volume of *Common European Framework of Reference for Languages* [2]. Hence, we can assume that systematic application of these strategies to texts foreign students learn from might prevent some of the aforementioned difficulties. This paper attempts to give a brief overview of how strategies to explain a new concept can be applied to academic texts to make their content more accessible to those students whose language of instruction is different from their native language.

According to *Common European Framework of Reference for Languages*, mediation strategies are the techniques employed to clarify meaning and facilitate understanding [2, p. 126]. In addition, mediation strategies are communication strategies which help process the source content for the recipient. As a mediator, the user may need to shuttle between people, texts, types of discourse or languages, depending on the mediation context [4, p. 27] and elaborate, paraphrase, condense, and simplify the source content or illustrate it with visuals or metaphors [2, p. 126]. Strategies to explain a new concept form a part of mediation strategies and include linking to previous knowledge, adapting language and breaking down complicated information [2, p. 126–127].

To illustrate how strategies to explain a new concept may be used in creating study materials for international students doing a course in Teaching English as a Foreign Language, we selected excerpts from an article *Guided Discovery Approach in CEI Remote Teaching* by A. Bustos [1].

The first mediation strategy under consideration is 'linking to previous knowledge'. Within CEFR, establishing links to previous knowledge as an essential part of learning is regarded as a significant part of mediation. Links can be created by means of comparisons, descriptions of how new information relates to something the recipient already knows or activation of previous knowledge; links are made to other texts, relating new information and concepts to previous material, and to background knowledge of the world [4, p. 27]. To this end, it is possible to pose questions, make comparisons and provide examples and definitions.

In a text about the inductive approach to teaching grammar, previous knowledge implies awareness of the deductive method, its peculiarities and the algorithm of implementation in terms of teaching grammar. Since this knowledge has been obtained in a foreign language as well, it seems reasonable to discuss advantages of the inductive approach in comparison with disadvantages of the deductive approach, simultaneously recycling previously learnt vocabulary: if the original text argues that *the guided discovery approach is extremely learner-centered, encouraging learners' autonomy and critical thinking to grasp TL understanding* [1, p. 3], the new text can state that *the guided discovery approach is extremely learner-centered, encouraging learners' autonomy and critical thinking to grasp TL understanding* [1, p. 3] *compared to the deductive approach which is essentially teacher-centered.* Not only does the end of the sentence suggest an open comparison between the two phenomena, but it also reminds readers of the term "teacher-centred approach".

Another aspect of linking to previous knowledge is providing definitions which draw upon assumed previous knowledge [2, p. 128].

Discussing advantages of the guided discovery approach, the author mentions *schemata*: *This is achieved by following hints and relating new content to previous one (activation of schemata)* [1, p. 4]. As readers might want to clarify the meaning of the term, we could incorporate a definition: *This is achieved by following hints and relating new content to previous one (activation of schemata, i.e., organised background knowledge on a topic)* [3].

Another strategy to explain a new concept is "adapting (amplifying) language". It implies that a language user can incorporate the content of one text into another by changing certain aspects of language use, style or register, creating a text of a different genre and register, and adapt the text through the inclusion of synonyms, similes, simplification or paraphrasing [2, p. 126]. One way to use this strategy could be to substitute the definition of the term *schemata* for the term itself in the example above: *This is achieved by relating new content to previous one by means of activating students' background knowledge on a topic.* In so doing, we use suitably non-technical language. The structure of this sentence can also be reconsidered so that the active voice is used: *A teacher activates students' background knowledge on a topic and relates new content to the previous one.* Finally, the vocabulary used in this sentence can be revised as well. For example, a higher-level word "to relate" can be replaced with a synonymous collocation "to make a connection": *A teacher activates students' background knowledge on a topic to make a connection between new and familiar content.*

The third, and final, strategy is "breaking down complicated information". It involves breaking a process into a series of steps, presenting ideas or instructions as bullet points and presenting separately the main points in a chain of argument [2, p. 127]. To implement this strategy, we divided the text into paragraphs, each of which was assigned a heading in a form of a question regarding the concept to be presented onwards. Moreover, bullet points were used wherever reasonable. As a result, the structure of the text was made clearer, both conceptually and visually.

This paper has argued that strategies to explain a new concept may become a tool for creating teaching materials which present new concepts in a students' non-native language in a more efficient way. A natural progression of this work is to test this hypothesis in a series of experiments.

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EXTENSIVE READING IN DIGITAL ENVIRONMENT

Extensive reading used to be neglected due to the lack of time, resources, and trust. It proved the credibility of an effective tool to get the students interested in reading and language learning itself, bringing motivation with an additional and powerful stimulus to learn on a new level, owing to the electronic era and broad use of digital tools in higher education.

Key words: Extensive reading, strategies, perception, programme, curriculum, motivation, frame.

Introduction

Foreign language learning is not similar to other disciplines at any educational institutions as it includes a wide range of skills to be mastered. The language skills are divided into perceptive (reading, listening) and productive (writing and speaking) ones. One of the top initial skills of getting information (for studying, working, pleasure, etc.) and the most required English skill (for employment for international companies) is reading now, that includes scientific articles, books, guides, and so on and so forth. That is why reading fast with good perception and dealing with sufficient literature volumes of different nature is highly demanded among university students for their successful academic as well as professional purposes. Still, this skill's development is neglected by many course book authors and curriculum managers.

It is acutely noticeable during our annual exams where an examinee encounters amorous texts within a limited time frame, which makes it impossible to cover all tasks following wrong reading strategies. What develops intensive reading skills is an extensive one, covered in works of Henderson. Reading beyond a studying program facilitates dramatically typed texts perceiving, boosting pace of silent reading. It activates all levels of passive vocabulary students have learnt, leading to active usage of this passive vocabulary [7, p. 29—30].

Analyzing the reading materials from the existing course books, one can obviously find the total lack of tasks, targeted to develop reading skills mentioned with the unavailability of extra reading. The quantity of the tasks is often low, and the limited content is narrowed to the word structures being studied, reflected in the variety of tasks.

In other words, the existing materials cannot cover the needs of our students, develop adequate skills required even within an exam, not mentioning successful academic or professional needs which come in hand with their study years. Thus, for better results additional and external resources should be drawn.

What is Extensive Reading?

This is mostly done for pleasure, so it correlates the learners' interests and their language level. This activity is not supposed to be organized at classes, but as an extra language practice. Extensive reading is not strictly graded. Additionally, such reading by students cannot exceed 20% of a course time. While following the ER pattern, students are focused on the contents, the message of the text, rather than the form. The process of reading becomes the aim of its own, while all other issues, which are mostly associated with intensive reading (dealing with grammar rules, acquiring new vocabulary, functional language and collocations) serve their subsidiary purposes [3, p. 137—141].

The Benefits of Extensive Reading

The principle of ER is the instant exposure to a large variety of language units, met at once through the natural reading process. The advantages are:

1. Intensive reading skills improvement. ER enables students to activate passive vocabulary, so this meaningful exposure to word patterns makes it possible for the learners to develop a deeper understanding, which penetrates speech and writing [8, p. 19—25].

2. Firm grammar acquisition. There is always a border between knowing grammar and using it for communication purposes. In ER,

students meet grammatical patterns in contexts, developing a sense of how they are used to communicate. Those who read a lot, develop a deeper sense of how grammar works in context, which makes it usable for real communication [5, p. 33].

3. The increase in the speed of reading. Only by having the necessary reading level, the students are able to grasp and hold the meaningful information to enjoy the book. ER can enable them to move over words in meaningful chunks with sufficient speed with greater comprehension [9, p. 55].

4. Motivation and attitude improvement. Learning English is often demotivating for beginners, resulting in the loss of confidence. Reading materials that are within their competence, students get enjoyment with higher comprehension. Later they can go far beyond their limits, exploring a wider variety of more challenging texts, making them more confident speakers and writers [14, p. 100].

5. Learner autonomy formation. Once the students have acquired a habit to read, they continue to read on their own without the need for the others to encourage them.

Principles of ER

For the course efficiency, the following vital principles are to be observed:

1. Clear objectives: learning outcomes, the resources needed, timeframe and schedule, the format, assessment instruments [14, p. 103—104].

2. Reading in quantity. Those who do the most reading enjoy the most benefits, as reflected in their higher improvements in reading ability and overall language learning gains [11, p. 39—61].

3. The level frame. Materials targeted at the right level and carefully selected to facilitate students' enjoyment of large comprehensible language volume at nearly fluent reading speed [14, p. 105—106].

4. Teachers are to provide on-going support to those who need assistance with their reading. The teacher can meet these students, helping them choose suitable materials, pairing them with their more

capable peers for a paired/group reading programme and teaching them useful strategies [14, p. 106].

5. Students' motivation should be kept. Here are the talks by well-known personalities and book fairs, older students could also share their experiences. The ideas of any kind for boosting students' motivation could also be tried out, including the cases when reading helped the students in their academic as well as everyday life [14, p. 106].

6. Enjoyable post-reading activities. They should be varied and performed in crews. E.g.: collaboration patch work tasks on the basis of any electronic environmental LMS, the activities that provide students with opportunities to share their views, opinions, feelings about what stories they have just read or viewed on the Internet, asking students to come up with alternative endings to the story, to retell the most capturing parts of it or even to design a poster capturing the gist of the story [1, p. 93—111].

Implementation Difficulties

As the benefits of extensive reading are evident, it does not always receive the support it deserves. Many teachers may be constrained by concerns that prevent them from adopting ER in their teaching [12, p. 295—302]. There are some of the key issues shared by contemporary scholars as well as university and schoolteachers:

1. Limited resources and time for extra activities [2, p. 238—245]. To keep up with the schedule often also brings the necessity to cut down all time-consuming activities Moreover, electronic versions, especially graded, require time and effort to be found or shared exclusively via paid subscriptions or may be totally unavailable for access in Russia.

2. Fragile teachers' commitment. The benefits of ER can only be felt after a long period of time, semester at least. As teachers, we want to see the benefits of ER reflected through exam scores and final grades. When this does not happen at once, the desire of using ER fades, turning us back to the more traditional approaches of intensive reading in search of "instant" results. To get students started successfully, it takes time to provide them with the appropriate books,

prepare post-reading activities and to do initial silent reading sessions [14, p. 107].

4. Legitimacy. Teachers and students do not associate silent moments during a reading lesson with good teaching practice quite often [10, p. 144].

5. Elaboration and prejudice. Unless all are convinced that ER is a credible learning activity that can lead to gains, no one will implement it. One way to deal with it would be to integrate ER into coursebooks and curriculum. Some modern coursebooks now have incorporated ER ideas by including longer, more interesting and linguistically suitable reading materials and other activities that encourage reading [13, p. 255—273].

Overcoming Obstacles to Extensive Reading

Nowadays with the help of technologies we may solve a huge pole of issues. Relevant reading sources can be shared among teachers, as well as ideas and some experience regarding reading ER activities. Teachers can always turn to online reading downloadable materials, flexibly allocating time for home reading as well as class inputs and colloquiums. In this respect, digital libraries are of great use, e.g., Xreading (www.xreading.com), a virtual library of graded readers with in-built LMS designed for digital ER. With the help of such apps, it becomes much easier to motivate the students, set group tasks, collect and share their experiences via Miro or other tools effectively and without unnecessary face-to-fate class time wasting. If there is a problem with a choice of reading materials among students, a teacher might prepare in advance a list of books relevant for Ss according to their language level and interests with some reports, short descriptions, brief retelling OR ask students to share their experience about what they have read to advise their peers some worthwhile books OR if a teacher is sure about quality of a book, he/she can assign it to a particular student to avoid such an obstacle.

Extensive Reading in Digital Environment

Digital environment makes the online educational process much harder for a teacher to organize and for students to follow. Especially, when it comes to more advanced reading tasks where various techniques should be addressed, learners must be provided with long texts that they need to work with throughout most of the class, in other words it becomes a more time-consuming activity. So, a demonstration of a wide range of texts on a course takers' screens hardly can motivate students or make the process of learning very engaging. Thus, teachers tend to avoid including a variety of reading tasks prioritizing Grammar and Vocabulary tasks instead, taking them as the most crucial information to cover being very limited in resources (being the teachers of NUST MISiS and working in a crew of more than 150 teachers based on our experience). Avoiding most reading activities evidently leads to deterioration of these skills. Despite these factors, reading remains the most required skill and learners still need highly developed abilities to process texts as well as work with them. Therefore, ER can play a crucial role in the educational process and assist in maintaining and mastering reading skills the way it was described above. Including such extra tasks as Extensive Reading in classes, owing to digital tools we have now, it can be available for both synchronous and asynchronous courses to embed. Moreover, there will not be any obstacles with providing books, organizing final checking meetings and so on. Summing up, ER is a splendid way to develop reading skills, without dedicated time on it throughout language courses.

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CONTRASTIVE ANALYSIS OF THE GROUP OF NAMES OF UNMARRIED PERSONS, FULLFILLING FAMILY RESPONSIBILITIES AND DEPRIVED FROM FAMILY RELATIONS IN RUSSIAN AND ENGLISH

The paper presents the contrastive analysis of the group of names denoting unmarried partners, group of names carrying out family obligations or lost family relations. Formalized parameters on the basis of comparative - parametric method were used: index of denotation lexemes identity, index of connotation lexemes identity, index of functional lexemes identity, integral index of lexemes identity. The most appropriate translation variant of each Russian lexeme is revealed and the recommendations for analyzing and teaching the names of unmarried persons, fulfilling family responsibilities and deprived from family relations are given.

Key words: contrastive analyses, comparative-parametric method, indices of lexemes identity, equivalents, national specific.

This paper attempts to make a contrastive analysis of Russian and English group of names denoting unmarried persons or deprived from family relations. To research this issue, we looked for noun equivalents in both Russian and English that correspond to the same status of relationship. My study was carried out by using the method of an entire excerption from different lexicographical sources: *The New Big English Russian Dictionary* edited by J. D. Apresyan, *Cambridge International Dictionary of English*, *Webster's New World Dictionary*, and *Collins English Dictionary for Advanced Learners*, *Frequency Dictionary* by S. Sharov, the *Frequency List of British National Corpus* and others.

The research showed that Russian group of nouns consists of 23 lexical units (*беспризорник*, *бобыль*, *вдова*, *вдовец*, *любовник*, *любовница*, *мать одиночка*, *одиночка*, *отец одиночка*, *опекун*, *опекуны*, *приемный сын*, *приемная дочь*, *приемный ребенок*, *приемыш, сожитель, сожительница, сирота, соломенная вдова, солдатка, ублюдок, холостяк, холостячка*). Russian lexemes have a well-developed network of 55 English equivalents as follows: *adoptee, bae, beau, bastard, bastard son, bantling, bachelor, bachelorette, bidie-in, boyfriend, concubine, dalt, doxy, dowager, fancy man, fancy woman, feme sole, foster child, fosterling, foster son, foster father, foster mother, foster parents, foster daughter, gamin, grass widow, girlfriend, inamorato, inamorata, lady friend, leman, lover, man, mate, mistress, orphan, partner, paramour, partner, single, singleton, single mother, single parent, stray, street Arab, street child, spinster, sugar daddy, toy boy, waif, war widow, widow, widower, widowman, woman*. To analyze the contrastive pairs (making in total of 67 pairs), we used the following formalized parameters, introduced by L. V. Lukina on the basis of comparative-parametric method [Sternina, 2014: 6]:

Index of denotation lexemes identity – ratio of denotational semes matching to the total number of semes of this category defined in contrastive pair;

Index of connotation lexemes identity – ratio of connotational semes matching to the total number of semes of this category defined in contrastive pair;

Index of functional lexemes identity – ratio of functional semes matching to the total number of semes of this category, defined in contrastive pair;

Integral index of lexemes identity – average number of denotation, connotation and functional lexemes identity [2, p. 31].

According to L. V. Lukina we did not mark denotational semes, and capitals letters are used to denote connotational semes. Functional semes are written in italics. Non-matching semes are highlighted in bold and assigned the value 0, partly-matching – 0, 5, matching semes – 1.

The research shows that the amount of vector matchings withing the group varies from 0 to 13. Thus, Russian lexeme ***любовник*** has 13 English equivalents: *bae, beau, boyfriend, fancy man, inamorato, lady friend, leman, lover, man, partner, paramour, toy boy, sugar daddy*. For Russian lexeme ***любовница*** 11 matchings were found: *beau, doxy, fancy woman, girlfriend, inamorata, leman,* *mistress, lover, paramour, partner, woman*. Two English lexemes **sugar daddy and toy boy** have no direct equivalents.

According to the scale of transferable equivalents developed by D. V. Kozelskaya there are six categories of possible translation matching. Thus, if integral index of seme identity is 100%, the match is considered to be equivalent to the actual source of the language. If the value of index varies from 51% to 75%, the match is appropriate. If the value is 26% - 50%, the match is acceptable. In a case where the index value is less than 25%, the match is recognized as irrelevant. Total mismatch of denotational, connotational and functional indices of lexemes identity leading to the zero value of integral index, indicates the absence of match [1, p. 3]. The research shows that the group of Russian lexemes considered have equivalent, optimal, appropriate and matchings.

Equivalent matching

Вдова – Widow

• person	• person
• female	• female
• who has lost her spouse by death and has not remarried	• who has lost her spouse by death and has not remarried
• NON-EVALUATIVE	• NON-EVALUATIVE
• UNEMOTIONAL	• UNEMOTIONAL
• *colloquial*	• *colloquial*
• *nationwide*	• *nationwide*
• *modern*	• *modern*
• *common*	• *common*
• *highly-used*	• *highly-used*

In these contrastive pair all the indices are 100%, therefore we can consider it to be an equivalent matching.

Optimal matching

Любовник – Innamorato

• person	• person

• male	• male
• being in extramarital affair with any woman, married or unmarried	• being in extramarital affair with **his partner**, married or unmarried
• NON-EVALUATIVE	• NON-EVALUATIVE
• UNEMOTIONAL	• UNEMOTIONAL
• *colloquial*	• *colloquial*
• *nationwide*	• *nationwide*
• *modern*	• *modern*
• *common*	• *common*
• ***highly-used***	• ***rare***

In this pair integral index of lexeme identity is 93%.

Appropriate matching

Одиночка – Singletone

• person	• person
• male or female	• male or female
• **who does not have family or live without family**	• **who does not have a romantic or sexual partner**
• NON-EVALUATIVE	• NON-EVALUATIVE
• **UNEMOTIONAL**	• **HUMOROUS**
• *informal*	• *informal*
• *nationwide*	• *nationwide*
• *modern*	• *modern*
• *common*	• *common*
• *rare*	• *rare*

In this contrastive pair integral index of lexeme identity is 72% that shows equivalent is appropriate.

As a whole 2 lacunae, 7 equivalent, 38 optimal and 20 appropriate matchings were found. It indicates well-developed national peculiarity in Russian and English languages. Further investigation of these nouns as well as other groups of nouns referred to the group of relatives and relations would help to better understand the national specific of the researched lexemes.

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IMPLEMENTATION OF TRADITIONAL AND INTERACTIVE PEDAGOGICAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE PHONETICS AND LEXICON (IN CONDITIONS OF AUDITORY BILINGUALISM)

The present article touches upon the problems of application and implementation of interactive distant programs in the planning of pedagogical process of foreign language phonetics teaching in conditions of auditory bilingualism. In the current conditions of higher education, connected with the epoch of globalization and changing in political and social situation in the whole world during the recent years traditional pedagogical technologies are not always capable of satisfying the demands of contemporary linguistic higher education. Thus, there is a necessity of designing and implementing new interactive distant technologies, considering the specifics of teaching a foreign language on its various consistent stages in conditions of auditory bilingualism. In the present article a comparative analysis of traditional and modern technologies of teaching English phonetics and lexicon is given on the material of the precise computer programs. Different ways of their implementation in the educational process and the percentage data of their efficiency are being observed. The necessity of considering consistent stages of teaching processes such as planning, controlling and assessment is justified.

Keywords: pedagogical planning, distant computer education, pedagogical technology, bilingualism, auditory bilingualism.

In its modern interpretation the term *technology* belongs more to Pedagogy rather than to Linguistics or Methodology and may be regarded as a set of forms, methods and ways of teaching, systematically used in education process in accordance with the aims and tasks of teaching and learning [2, p. 98].Classical forms and principles of teaching foreign language technologies can be implemented to modern distant and computer teaching technologies as well, but with some limitations and conditions of their usage. These principles may be regarded as the following [4, p. 100].

– The principle of social direction, which involves the formation of social activity of students by improving competence of each of them.

– The principle of complexity, which implies consideration of all the sides of the educational process.

– The principle of transparency, which allows using adjacent to methodology subjects and implement their results in the process of education.

– The principle of instrumentality, which reveals itself in the opportunity of modulating educational process depending on the students’ level of knowledge [4, p. 100].

Further on it is necessary to analyze some modern computer programs aimed to teaching foreign language phonetics and lexicon on the subject of correspondence to these principles. As far as any auditorium education and especially education in conditions of artificial (auditory) bilingualism is concerned, it implies the process of interaction between a teacher and a student, then there is a question about the ways of working with new computer technologies and ways of combining them with traditional methods.

One of the most popular programs aimed at developing English vocabulary and phonetics is a computer program *Kahoot!*. The tasks are supposed to check the understanding of lexical meanings and using them in lexical context. Thus, the first stage, the stage of vocabulary semantization, is practically absent. This program has a game character and it is directed rather at the control of knowledge and development of logics than at explanation and teaching. This program definitely allows to consider the principle of social direction, the principle of transparency and it can certainly stimulate skills of individual work and self-study. In less degree it can be used in accordance with the principle of instrumentality, as the unified limitation in time for students' work does not allow considering their individual thinking abilities and back-ground knowledge.

One more popular program of teaching lexicon and pronunciation is *Wordwall*. Its main idea is to involve the teacher in the process of creating all the tasks and exercises. Thus, in comparison with the previous one, this program allows to consider individuality of students, though it requires a lot of teacher's preparation and work both at the stages of task formation and control. It is also worth mentioning that most of the modern computer teaching foreign English programs can be more likely called "language trainers" of already given and learnt material, than "teachers".

Other programs, widely used in the process of teaching English lexicon and phonetics today are *Praat*, *Speech Analyzer*, *Professor Higgins*, *Bridge to English*, *Sanako Media Assistance*, *OxfordPlatinum*. The opportunity for the students to perceive their own pronunciation both acoustically and visually may be considered as the main advantage of the programs. Though their main disadvantage is the absence of considering the conditions of auditory bilingualism and comparative-imitative tasks [1, p. 72]. They also have a definite algorithm of estimation and don't allow several answers.

Consequently, in the process of studying English in conditions of auditory bilingualism there is an increasing necessity of new technologies that would take into account stages of planning, teaching, controlling and assessment.

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CULTURAL AND LINGUISTIC FEATURES OF BRITISH RAP (BRIT-HOP)

Rap (hip-hop) music is popular all over the world. The number of its fans is only growing, the success can be confirmed by the number of tickets sold and top rankings in the music charts. Nowadays people of all nationalities, different classes and education perform it in the UK. The article presents a brief history, examines popular performers and analyzes their work, speech features, dialects, features of British rap (hip-hop), the role in society and attitude towards it. The author of the article believes that this study not only helps to better understand the current situation in the culture of Great Britain, but also learn more about the authentic modern language found in rap.

Key words: rap, British music, modern culture, dialects, hip-hop, brit hop, grime, jungle.

British rap, also known as UK hip-hop or grime, is very popular in the UK and overseas. Rap got into the country in the 1970-s and since that got its distinctive features. Now it is the second most influential rap style in the world.

It is important to give the whole picture of British rap. The main feature is its racial diversity for Britain never had completely segregated areas (so-called hoods). At the beginning, the origins, sound systems, dialects and artists were mainly Caribbean, currently there is Nigerian influence as well, not taking American one into consideration. White rappers started performing rap almost from the very beginning. The very first one was Johnny Beattie known as Scotland's first rap star. In the 1980s and 1990s mainstream radio stations were not playing hip-hop and those decades are more associated with British Rock, Electronic music, Heavy Metal, etc. The first recorded UK label was founded in 1986, and a lot started happening in the rap development, mainly it gained its own sound. The years from the late 1990s—early 2000s are considered to be a new generation. A period from 2000 to 2010 was a transition period to a mainstream with the establishment of a style called UK drill. Drill is a combination of American subgenre called drill of hip-hop music and road rap that originated in Brixton, London. Brixton, a previously notorious borough, is significant for rap history development because of its creative industry and mentioned in rap songs a lot (many rappers adhere to the place they are from, "the road" and their life in the streets).

One of the main stars of the 2000s was a white rapper Professor Green from Hackney, London, and a Londoner of Nigerian descent called Skepta. From 2014 grime music has become the sound of British. The grime was "capturing a mood like a mood, like Britpop did in the early Nineties; and with national radio play, chart positions and sold-out tour dates for artists like Stormzy, Krept and Konan, Bonkaz, and Novelist it looks like the new generation of grime is finally breaking into the mainstream" [1]. A legendary American rapper Kanye West helped the rappers mentioned above to come into the limelight and "legalize" British grime. He brought several rappers to the stage of Brit Awards in 2014 and one performance changed it all. The paradox is that it had to be an American to make local rappers famous, which was proved by a famous rapper called Wiley: *There's no way Skepta or JME or Novelist or Stormzy were gonna get onstage without Kanye doing that* [2].

The attitude of the British society towards rap can be described as a dichotomy. On the one side, in 2014 the newspapers reported that: *They (rappers) are now making waves not only on YouTube but on national radio and the charts, so it's unsurprising that the BBC has added an extra event to its Proms season: the Grime Symphony. Stormzy, Wretch 32, Skepta and others will all perform with the London Philharmonic Orchestra at the Royal Albert Hall in August* [3].

Nevertheless, the majority of British people still had massive stereotypes towards rap and considered it to be music of aggression. As the newspapers were describing it: *Their presence at the Brits garnered complaints (including one that claimed that "a group of young men all dressed in black dancing extremely aggressively onstage" was not appropriate for prime-time TV) and the music is often criticized for its violent references* [3]. Often stabbings during rap concerts and other aggression acts were not helping to destroy that biased perception. It is not very common to hear many rapper songs on national television and radio stations every day. A famous rapper Wiley said shortly after the Brits that the awards are still out of his league, despite his 12 years in the industry. *Unless I make another "Heatwave" or something that'll sell millions and millions for 10 years solid, the Brits are never gonna look at me,* [2] he told an NME reporter. The same rapper also made some things that did not add a favor to his image; in 2020, police were investigating anti-Semitic tweets posted by the grime star. A young and talented Bonkaz, 23, who signed a deal with Sony and his single "We Run the Block" explains the "aggression" saying the music is just true to their lives. *It's not aggression. It's the expression of the people who are from where we're from. Look at heavy-metal music; it's not as aggressive as that. We're telling our stories. Whereas five years ago someone could be on the streets selling drugs, now they're making music and turning it into something artistic* [3]. Fame also adds to that behavior, Burna Boy's (a Nigerian grime star) armed escorts allegedly shot and wounded two people at a nightclub in Lagos. According to the wife of one of the victims, the incident began after she declined Burna Boy's invitation to join him at the club's VIP section.

Nevertheless, Apple Music and other digital international and UK music services' charts top places are occupied by rappers; grime stars enjoy sold-out tour dates, gather awards and become street fashion starts, it is not very common to hear their songs on national radio play unless they collaborate with big pop starts as Ed Sheeran. At the moment the most famous rappers are: Dave, Aitch, Burna Boi, Stromzy, AJ Tracey, Jayekae-Khan, Central Cee.

Apart from London and big cities such as Birmingham and Manchester, the Midlands are becoming a new home for rap. Coventry has joined the game which can be explained by the influence of Godiva Music Festival (the biggest free music festival in Europe) that has been having a rap stage for several years. Such names as Pa Salieu (Coventry), Young T & Bugsey (Nottingham), Miss LaFamilia (Birmingham) are well known to the fans.

The topics of rap texts vary. Young rappers mainly rap about the success they reached and the ways they spent money – on mansions, cars, watches, and women. The audience likes such topics judging by the fact that the song *Rain* (Rain means tossing snacks of cash at stripers) became the most popular rap song in 2020.

The songs with such topics have a lot of slang and explicit language. The trending topic is diversity and the reflection of the melting pot of British society. Recently there are a lot song dedicated to social topics, like racial acceptance (*Black* by Dave), toxic relationships, personal drama (Dave – *Lesley*, a young and neglected woman who got financial difficulties, a clinical depression because of her boyfriend and was killed), mental diversity (Aithch – *My G*, a song about his sister with Down Syndrome), cultural diversity (*Take me back to London*, Ed Sheeran, Aitch, Stormzy, Jaykae).

The language of “social songs” is different from that of the songs about “leisure time” – there is almost no slang, no explicit language, the songs are very decent. British rap is becoming very social. For example, in the song *My G* (G is “bestie”) by Aitch the lyrics are very moving and loving. The rapper himself sounds like a knight promising to always protect his sister (*Just wanna tell you you won’t ever get abandoned / Can’t lie, I started writin’ and got anxious / But you’re my biggest blessin’.../ Out in public, you walk past them, they might look / Keep smilin’, baby girl, and watch the day gon’ brighten up / Know I’m still with ya, I’d kill for ya if someone tried* *their luck / Can't even sip my drink, I'm spillin' tears inside my cup / Knew you were special from the minute you was born / Unidentical twin, but so different from 'em all*). He also recorded the song *Close to home* with a kids' church chorus. Another proof about him being socially responsible is the song and video *Learning Curve* praising plus-size women.

Aitch and Jaykae have the most outstanding ascent. Black rappers usually have an ascent of the area they are from in the UK and their cultural heritage.

The big question is what happens to the English language because of the extreme rap popularity. The situation was already described by David Crystal who states that "English is rubbing shoulders with languages which are rhythmically at a remove from English. English rhythm, as you know, is an isochronous rhythm, a stress-timed rhythm, where the main pulses occur at roughly equal intervals in the stream of speech... At the example of Indian English, we may see that Indian English is not syllable-times English, not stressed timed English" [4]. The scientist mentions that English has never been affected the same way since the IX century. He says that he listens to his daughter and her friends and every now and again hears syllable-timed speech for "they love to listen to rap and emulate it in their speech and one wonders if this might ultimately have some effect".

The main challenge when listening to rap is slang. Its amount and several possible meanings make it even harder to understand texts. As British English is different from American English, British English slang is different from American slang. The main slang words focus primarily on common topics, but also on sex and drugs. The examples of the most popular words and expressions of British rap are: *G – bestie; gyal – girl; di – the; bunda – bum, a compliment; bruddas – brothers; on the low – secretly; Kush – a hybrid between various sorts of Cannabis; get someone in the yard – get someone in financial difficulties*. The total amount of slang only in Aitch songs can make a glossary to help even native speakers understand the sense.

To conclude, rap reflects various changes in the society and brings changes itself for it represents real language containing examples of the most modern English and reflections on the topical general issues. Some descent lyrics may be used in class because students like it a lot. In 2022, top rappers in Russia were Markul and Aarne. They both are EU citizens who grew up in the UK and therefore absorbed grime style and brit hip-hop style and brought it to Russia. They were named most favorite rappers by students (young people aged 17–24) from RANEPA and MGIMO Universities.

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ERGATIVE VERBS IN ENGLISH

Ergative verbs are known to perform a function similar to that of the passive voice: both avoid specifically mentioning the doer of the action. One of the distinctive features of ergative verbs is the following: when transitive they have the noun as their object; when intransitive – the same noun functions as their subject. In this latter case a peculiar construction – with almost a mysterious touch of passivization – seems to be created (The window opened...). It should also be mentioned that this kind of verbs and

meanings could be found not only in English and that makes ergativity worth studying even more.
Key words: ergative verbs and structures, active/passive voice.

Every time during the classes devoted to the coverage of the passive voice the students are almost bound to ask a teacher about the nature of constructions like "the window suddenly opened" or "the door – equally unexpectedly + sometimes mysteriously – closed". Are these structures – they keep asking – used in the active or in the passive voice? Who/what is the agent in these situations and where – after all – is the object? Does the English language – besides the two widely accepted types of voice (active/passive) – possess yet another one? The middle one? The questions are quite natural because the phenomenon we are dealing with in these structures, phenomenon of ergativity – being quite common for the Caucasian languages, for example, is not very characteristic of the English language (or the Russian one for that matter).

In an attempt to answer their questions, I usually tell them about the special group of verbs in English called ergative. These verbs are very "energetic" and "hard-working" as they could function as both transitive and intransitive. It is not a coincidence that according to *Concise Oxford English Dictionary* etymologically the word *ergative* comes from the Greek root "ergates" meaning "worker" [1, p. 483]. What is more: these verbs have the same noun as their subject, when intransitive, and as their object – when transitive [2, p. 606—607]. It usually takes us (my students and me) some time to gain the real understanding of ergativity in English. In the following passages I am going to share with you the way we do this.

Let's have a look at some examples:

a) *Some guy at a shoe workshop in Pakistan made these sandals.*
b) *A hothead or a member of Japanese yakuza killed Japan's ex-prime- minister S. Abe.*

These sentences are in the active and they sound a little bit awkward. That feeling seems to be connected with our understanding that the subjects in these sentences are unnecessary. After all somebody was bound to make the sandals or act as an assassin. The statements would sound much better being said/written in the passive voice:

c) These sandals were made in Pakistan.
d) Japan's ex-prime-minister S. Abe was killed.

However, this method does not really work with all the verbs. Among such verbs there exists a group traditionally called *ergative* in grammar. It is important to understand that with these verbs the meaning of your utterance does not change when the object of the sentence turns into the subject of it. So, instead of saying something like "they start the football match at 7 tonight", it might be more natural to simply put it like this: "football starts at 7". Whenever we do this, our sentences acquire some kind of passive and/or reflexive meaning. The reasons for wishing your sentences to undergo such transformations could be summarized in the following way: 1) we want to avoid responsibility for this or that action; 2) whatever we are talking about seems to do the action to itself; 3) we don't really care about the doer of the action – he/she/it seems to be not important at all.

Let us start analyzing these reasons starting with the last one, the one about not caring who the real agent of the action is. Just imagine that it is really early in the morning and you are in a hurry; you're on your way to work to try and meet that project's deadline. On that particular day you didn't manage to have any breakfast at home. So, you wonder if you could grab a sandwich or something somewhere on the way. You decide to call your sister – who happens to know almost everybody and everything in your part of the town – and ask her if the corner shop on the way would be open at that – 6 a.m. – hour. If she chooses to say that some guy/Garry opens the shop at 5.30, you will probably find her response a little strange. Indeed, who is Garry? Is he the same person as the one disguised as "some guy" in her answer. Why – after all – is she talking about him/them? Usually, grammar books insist on using the passive voice in situations with unknown or unimportant doer of the action. However, in this case (The shop is opened at 5.30) it does not seem a satisfactory enough solution as it still makes us think about the agent of the action. All this awkwardness seems to be the result of the fact that ‘open’ is an ergative verb. Ergative verbs do not like being used in the passive voice. Instead, we simply say “the shop opens at 5.30”.

Just to demonstrate that here we face a pattern characteristic of ergative verbs, let us take another example:

e) *The scientist began his research with an interesting experiment*

The sentence seems to be perfectly normal unless we pay attention that if it is a research, it should obviously be conducted by a scientist. That almost makes the subject of the sentence redundant. Besides, we might be much more interested in the experiment itself than on the doer of the action. Falling back on the passive voice structure – “the research was begun with an interesting experiment” – evidently does not help much. The natural solution seems to be: “the research began with an interesting experiment”.

Let us proceed to the second reason a student of English has for preferring ergative structures: something does the action to itself. In the usual course of events a person or an object does/achieves something by exercising some power over the other person or object. However, sometimes – especially in the sphere of technology – an object does something itself. In such contexts it is very common to make use of ergative verbs: to start, to restart, to turn on, to turn off, to open, to close, to crash. Let me illustrate this idea by providing you with a couple of examples.

f) *Her computer was disconnected unexpectedly during the last Skype session.*

This use of the passive voice in this sentence implies that there was somebody (or something?) who disconnected her computer. However, we all know – from personal experience – that such disconnections just happen for no obvious reason and without obvious agent behind such actions. Sometimes it is difficult to get away from the feeling that all these things connected with IT-technology seem to have their own mind and will. A possible linguistic solution could be the usage of a reflexive pronoun:

g) *Her computer disconnected itself off.*

Such a sentence sounds quite correct and acceptable. However, the ergative structure might also be an option here due to the hypothetical possibility of all these electronic gadgets having their own opinion and insisting on it:

h) *Her computer just suddenly disconnected. It rebooted without warning me.*

That peculiar looking and sounding mind and will are characteristic of not only the sphere connected with technology. Sometimes the actions undertaken by seemingly ordinary and innocent doors and windows look just as mysterious and inexplicable: doors creak open, windows slam closed… Surely, we do realize that there is probably a very natural explanation for these actions. The door might have been closed by somebody or – more often than not – by the wind.

Let us proceed to the third of the above-mentioned reasons for using ergative structures: our wish to avoid responsibility for doing something. This seems to be the most frequent reason for using ergative structures. No wonder it could be found in a number of different spheres. For example, we can often hear politicians of different levels say something like *"Mistakes were made"* instead of making a simple but sincere confession *"We made some mistakes"*. It seems that human nature itself sometimes provokes the use of ergative constructions. Indeed, instead of saying that it was me who broke, ripped, tore, cracked etc something it is much easier – psychologically – to put it in the following way: the vase broke (almost as if it broke on me), the screen cracked, the banknote ripped etc.

To sum it all up one may say that ergative verbs are used when the agent of the action expressed by the verb is not important, when things – almost by some kind of magic – do things to themselves and when you are unwilling – to put it mildly – to confess to your granny that it was you who broke that expensive-looking old vase.

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REFLECTING ON LANGUAGE KNOWLEDGE AND NONLINGUISTIC ACQUAINTANCE IN TRANSLATION

The talk deals with three fundamental concepts referring to translation and translation didactics. These are the knowledge of language, nonlinguistic acquaintance of real-life context and reflection on both of them. Digital era has massively changed the first two, yet enhancing their importance. However, the ability and skill of reflection and critical thinking turn out to be the major force in translator's mind formation and therefore in successful translation.

Key words: translation didactics, nonlinguistic acquaintance, translator's mind, digital era, critical thinking, reflection, intersemiotic translation.

Pre-service translation training is much more advanced and better equipped and various than 10 or 20 or 30 years ago. However, due to digital revolution and practically unlimited access to resources, translators in technical and business spheres are now working more effectively. So various electronic dictionaries, sites and gadgets upgraded the whole translator's sphere.

Yes, in a way this technical upgrade created new challenges for students and teachers of translation, as the temptation to use and abuse electronic means unwisely makes translator/interpreter more dependent upon those and does not activate their translators' mind development.

Students consider the skill of quickly finding the necessary words and information the main and most reliable means to get proper results. Sometimes they are even sure that translation programs etc. will always be more precise than their own versions and try to copy paste and submit those instead of thinking on their own variants and analyzing the existing ones.

Therefore, reflection and critical thinking, observing and analyzing their own activities and steps are becoming the key concepts in translation didactics.

The postulate of translating sense is an absolute must; however, we need new didactic postulates for answering the question how to teach that. We all understand that we need to persuade the students that translators'/interpreters' skill is something different, that we do not translate words, but translate ideas. Nevertheless, we are to consider additional practical steps to develop practical strategies, although we have already a number of excellent papers by Irina Alexeyeva, Natalia Gavrilenko and several other authors.

The way of developing translators/interpreters mind rests on three whales. What are these?

In 1959, Roman Jakobson wrote an essay *On Linguistic Aspects of Translation*. The most interesting idea this essay conveys is the comparison and interaction between linguistic (or language) knowledge and nonlinguistic acquaintance, i.e., awareness of the objects, themes and situations the original is about. [1, p. 232—233] The idea of nonlinguistic acquaintance comes from the work of Bertrand Russel. In other words, these are background knowledge and the knowledge of the world in general. For Jacobson the linguistic aspect was fundamental, but the more experience I myself have with teaching various kinds of translation and interpreting the more I feel that these two are so close and overlapped that they are difficult to divide.

Bertrand Russell, whom Jacobson quotes, wrote: *A **stupid man's report** of what a clever man says can never be **accurate**, because he **unconsciously translates** what he hears into what he can understand.*

Now if we rewrite this quote in terms of our context, we receive the following: *An inept student can never be accurate because he/she **unconsciously** translates what he **hears** into what he **can understand**.* Funnily enough, by that we assume that the original or the speaker are always clever, which is not always the case, but we do now dwell on it here. I am sure this situation is more than familiar to many teachers. In addition, more often than not the students do not understand what is wrong. Three questions follow: *Why does it happen? What are students' ideas?* How *can we as teachers help?*

To answer the first question, we can assume that students lack reflection/critical thinking skills. Students' ideas (these are not the result of systematic research, but some random questions and replicas) are as follows. Sometimes they are absolutely sure that everything is fine and this translation will be accepted, because they are within the main line of the story and the details are not so important; others say that they feel the lack of classes and the lack of time to be prepared better; third variant they try to analyze, but usually fall for certain stereotypes such as: *I am slow because this is my nature, my memory is not strong enough and I need more time to develop it, my knowledge of grammar has been poor since my school years, too many variants are possible the context is not enough.*

Quite often, the students do not feel the necessity for "nonlinguistic acquaintance" of the things and subjects to deal with.

As a result, doctors, engineers and other specialists who may lack linguistic knowledge could be much better in conveying the message and contents due to their vision of the subjects, while linguistically competent students could make errors due to misunderstanding of the objects and subject discussed.

We should not think that poor performance and misunderstanding is limited to the knowledge of technical processes and terminology. We could find examples of the same problem in almost all types of translation, including consecutive interpreting and translating fiction.

According to Russian-Polish linguist Rostislav Pazukhin, any language reveals the major contrast between a limited countable number of language signs and infinity of senses. Pazukhin considered this contradiction fundamental and irremovable and wrote that it will always be necessary to use existing and available signs in the process of thinking, at the same time assigning new meanings to them. There will be always less signs than meanings [4].

These ideas let us conclude that translation is one of the immanent properties or characteristics of human thinking as such. Which leads us to the understanding of the place of translation between languages within the whole realm of translation both as an activity and thinking.

Sharing this with our students they would hopefully help them to better understand the sensum de sensu formula or in the words of Saint Geronimo: "Non verbum de verbo, sed sensum exprimere de sensu" and would understand where to go from it". Geronimo himself was a great pattern for all the translators of all the years and centuries to come as he went to those places that were mentioned in the Bible to better translate that into his language and spent about 20 years in that process. Nobody could afford such a luxury at present, yet the pattern is there. Nonlinguistic acquaintance is sometimes more important than and sometimes even primary to linguistic knowledge. Here I have found similarities with the ideas of Lyudmila Chernyakhovskaya quoted by Natalya M. Nesterova. Chernyakhovskaya considers the sense a "psychological experience" of the author and then the recipient of extra-linguistic reality that lies in the contents of the text. However, this "psychological experience" only appears if the recipient has both linguistic and non-linguistic knowledge at the advanced enough level, it means that the sense is both information in the text and background knowledge of the recipient [2]. According to Nesterova, we may conclude that sense belongs to consciousness of the author and the recipient. By the recipient here, we mean both interpreter (translator) and the final user of the text. Nesterova also quotes the ideas of a number of other authors that mention certain features of the text, such as incompleteness of the final structure, being created at each stage anew, instability, being vague and hard to control [3, p. 84].

Coming back to what the ancestors believed we could quote Caton the Elder, a famous politician and speaker once said: *Grasp the subject, the words will follow.*

Although Caton obviously meant speeches in the mother tongue, there is a lot in his quotation for translation training. To translate *sensum de sensu* we need to find real sense in the original before we start to look for vocabulary. In other words, we need to grasp the subject. Hence, it is necessary to include non-verbal component such as paintings and other visual means and here we have richest digital resources ever to help us. Besides taking into account the search for sense in the original text, we need to enhance non-language awareness, we need to develop vocabulary according to subjects, we need to discuss and transform. To be successful in interlingual translation we need to use intralingual translation and intersemiotic translation to building up translator's mind and developing critical thinking.

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FUNCTIONING OF CORONAVIRUS LEXIS IN THE INTERNET DISCOURSE

This article is devoted to the analysis of the semantic peculiarities of the pandemic lexis, nominations in particular. It shows the ways this lexis reveals a wide range of social problems being at the same time a mechanism of psychological adaptation to the new challenges caused by the COVID-19 pandemic.

Key words: sociolinguistics, semantics, pandemic lexis, COVID-19, nomination, internet discourse.

The language is known to reflect the life of the society marking all significant events. The pandemic lexis reveals a wide range of social problems and the changes that have taken place of late. The analysis of the vocabulary under discussion is sure to imagine the adequate sociological picture as it enables us to see the impact of the pandemic on the social life. According to sociolinguists and lexicographers the changes in the language during the pandemic were enormous [2]. The main reasons for that were: 1) extremely quick spreading of the virus and domination of the topic in mass media and social nets; 2) globalization of modern world within the sphere of information; 3) means of distant communication during the pandemic.

In the focus of our attention are evaluative utterances concerning COVID-19 in the internet discourse, namely commentaries to different videos from YouTube, which are pejorative for the most part marking negative attitude of the users to the situation with COVID-19.

In the utterance *What is sad that we have too many sheep around, wake up* we find indirect nomination expressed by the noun *sheep*. The name as a virtual sign has no connotations. The use of zoonyms for naming people is based on association-image grounds predetermined by national-cultural peculiarities of the language. The definition of indirect meaning of the noun *sheep* enables to see what features of the animal are personified in English linguoculture: a timid docile person, especially one easily influenced or led; (disapproval) if you say that a group of people are like sheep, you disapprove of them because if one person does something, all the others copy that person; (informal) someone who does the same as everyone else without thinking about it. In the semantic structure of the noun *sheep* such semantic features of the noun used as + *easily influenced* and + *easily led* come to the fore. The illocution of the utterance is to express the annoyance and indignation experienced by the speaker. The name chosen for those vaccinated has negative meaning. Such features of the group of people as + *obedient*, + *easily influenced* and + *having no opinion of his/her own* acquire negative meaning.

Neutral words may fulfill the same function: *Pureblooded will survive*. *Pureblooded* is defined "having an unmixed origin"; of unmixed ancestry; from pureblood (an individual, especially an animal, whose ancestry consists of a single strain or type unmixed with any other.

Curious enough but the metaphoric meaning of the word is not fixed in dictionaries, it refers to the Harry Potter's magic world as people resisting mass vaccination started to call themselves *pure-blooded* by analogy with the pure-blooded magicians. Semantic feature + *superior* comes here to the fore, it implies the superiority of the unvaccinated people and has many additional meanings: + *belonging to a superior community,* + *smarter than the vaccinated,* + *stronger than the vaccinated,* + *not going to suffer from the potential negative side effects of the unknown vaccine,* + *not letting oneself fooled.* As a result of it the word here means: belonging to a better subgroup, different from those vaccinate, cleverer than those, deprived of side effects, not letting to be cheated. Hence, the word acquires positive meaning.

Of special interest are evaluative nominations of the new vaccine: *I'd much rather risk Covid than this scam of a vaccine.* Here the indirect nomination *this scam of a vaccine* is used. The semantic features fixed in the dictionaries are as follows: (informal) an illegal plan for making money, especially one that involves tricking people; a clever but dishonest way to get money; (informal) a fraudulent or deceptive act or operation. It is curious to notice that this word became very popular with Russian slang. The nominator ascribes to the object of nomination (i.e., vaccine) such properties as*: + dishonest, + deceitful, + illegal way of getting money, + unknown, + dangerous.*

A much greater expressive potential is found in the utterance: *I'll never take the poison killer VAXX!* To name the vaccine the speaker uses indirect nomination *killer VAXX*. In the definitions of the nouns poison and killer (poison – a substance that can make people or animals ill or kill them if they eat or drink it, killer – able to kill someone or killing someone) we find the verb *to kill*, which leads to additional evaluative potential. Besides, *vaxx* is a popular abbreviation from vax in whose definition we find the semantic feature + *able to prevent a disease*. However, in the utterance mentioned above the noun undergoes serious modification: *+ pretending to be able to prevent a disease.* The illocution of the utterance is to make the addressee doubt as to whether the vaccine is benign. To intensify the expressiveness of the utterance the speaker uses the adverb never and elements of polygraphic semiotics. VAXX is spelt with "2x" and written in capital letters, also the speaker uses exclamatory mark at the end of the sentence. All this displays negative emotions of the speaker.

Pejorative evaluation may also be result of antonymic nomination: *It's venom not vaccine and if you need proof just wait for a few years. But I'm happy for this world seriously needs a massive depopulation in order to save mother earth.* Direct name *vaccine* is opposed to indirect name *venom*. Such features as + *poisonous* and + *injected* come to the fore. The pejorative evaluation is deduced not only from the negative meaning of the adjective *poisonous* but from the pragmatic context. The phrase *this world seriously needs a massive depopulation* reveals the pessimistic mood of the speaker and implies mass death of people in future.

Adjectives with negative connotations also mark pejorative evaluation of the quality of the vaccines offered: *Imagine looking at the hospitalization stats and thinking it's safer not to get the jab. Russian hoax broke the dem brains and a darned vaccine broke Republican brains.* The illocution of the utterance is to express indignation as to the general situation caused by the pandemic and dissatisfaction of the quality of the vaccine. The speaker's intention predetermines the choice of the name: it is indirect nomination *darned vaccine*, in which the adjective functions as a sort of euphemism to the word *damned*, which is a taboo on the one hand and intensifier on the other, enabling the speaker to express his emotional reaction.

Different kinds of abbreviations expressing pejorative evaluation are used: *This mock V. will only weaken it. But the WEF wants to wipe out most of the "useless eaters" – their words not mine.* In this utterance the speaker uses only the first letter of the word vaccine to name the object in order to avoid mentioning the full name of the notion that evokes unpleasant emotions. The noun *mock* used as an attribute implies semantic feature + *imitation* and determines the pejorative evaluation of the nomination and the utterance as a whole. Linguists notice that coronavirus pandemic caused appearing of different euphemisms naming the virus itself and other notions connected with COVID-19 and this way of word formation namely hiding an unpleasant word behind its first letter is quite common for English linguoculture [1, p. 59].

Negative evaluation of the noun vaccine may be also intensified by non-verbal means used in the act: *Never risking my life with these ridiculous vaccine shots.* The adjective *ridiculous* makes the nuclear component of the nomination and determines its vector. The semantic features forming its meaning are + *unreasonable,* + *stupid,* + *absurd,* which are not eliminated when the word is used but they start to imply + *ineffective* and + *unproven* stressing the effectiveness of the vaccine has not been proved. The context confirms it. The utterance ends with emoji "middle finger" and "angry face" intensifying the negative meaning of the utterance. Emojis help express emotions, saving time and resources in virtual communication and interpret the message correctly [3, p. 654].

So, we see that most of the words are not new, they are rather a result of the words available in the language but they have been reinterpreted or used in new combinations. Intensified linguistic creativity, word formation during the pandemic served as a sort of mechanism of psychological adaptation to the new reality and the new disease, and their social-economic consequences.

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REFLECTING ON INTERCULTURAL MEDIATION AND PLURILINGUALISM THROUGH COMMUNICATION WITH CHINESE STUDENTS

This article is devoted to the concept of mediation as a linguistic competence, its types and practical applications. In addition, we analyse the concept of plurilingualism and how it differs from multilingualism. The paper discusses ways of using mediation and plurilinguistic skills in the context of intercultural communication between Russian and Chinese students taking into account some specificities of national communicative behaviour.

Key words: mediation, plurilingualism, linguistic competencies, students, communication.

The term *mediation* comes from the Latin “mediare” – to mediate. Thus, initially, this phenomenon referred to legal proceedings and other processes where it is necessary to have an intermediary – a person who is not biased and uninterested in a particular issue [3]. Having delved into all the details of the case, the mediator makes a balanced and impartial decision in order to find the most appropriate way to solve the problem. In fact, mediation is one of the alternative ways to resolve disputes between legal entities and individuals. Nowadays, the concept of *mediation* has penetrated into the field of education. Moreover, it has got into teaching foreign languages. In linguistic studies, mediation is considered as a special type of discourse, since it is characterized by specific cognitive, communicative and pragmatic strategies that act as a driving force and contribute to the solution of the main communicative task of the mediation discourse – achieving an alternative solution that would reconcile the parties [6].

Initially, the teacher acts as a mediator, since he/she has necessary knowledge and competence. Being a carrier of both foreign and native cultures, teachers can resolve cross-cultural contradictions in the most effective way. Through scaffolding, students learn to take on the role of a mediator, having reached the necessary level of mediation skills.

The formation and development of students' mediation skills and strategies is of a particular importance in the context of international integration and interaction of representatives of different cultures [2]. Modern world requires radically different competencies when learning a foreign language. Plurilingualism is one of them. The principles of plurilingual learning include [2]: the principle of integrativity; the principle of basic learning strategies; the principle of thoroughness of the process of teaching several foreign languages; the principle of the effect of simplicity of the educational process; the principle of low-interference dynamic stereotyping.

Plurilingualism is a tool to achieve two main goals: to teach a language and to instill interest in different languages and cultures. Here plurilingualism intersects with intercultural mediation for its goals, which often makes these concepts related and interrelated. In addition, plurilingualism directly stems from the processes of globalization, which lead to the widespread interpenetration of not only national and transnational economies, but also national cultures.

Summarizing all of the above, it is possible to conclude that plurilingualism in modern realities is a constant companion of intercultural communication. This fact must be taken into account not only when learning foreign languages, but in any act of interlanguage communication.

The concept of plurilingualism often appears directly next to the concept of meditation. Plurilingualism is the ability of a person who speaks more than one language to switch between several languages depending on the situation for the convenience of communication [1]. For the purpose of this paper the concepts of plurilinguilism and mediation will be considered in the context of communication with Chinese students. We will identify some peculiarities of communicative behaviour of Russian and Chinese students that influences their intercultural communication and often requires solving problems using mediation and pluringualism.

If we briefly list the main features of Chinese communicative behaviour, then among the main ones it is worth highlighting [5]: A high degree of courtesy; Smile as an indicator of friendliness; A compliment is not an obligatory part of communication; Modesty and restraint; Predominance of nonverbal signals and hints in communicative behaviour.

On the other hand, the list of the main features of Russian communicative behaviour may include such qualities as [5]: High degree of contact; High emotionality of speech; Communicative leadership; Household unsmiling; Blurring of etiquette.

Thus, the key differences between Russian and Chinese communicative cultures become noticeable. The restrained and formally regulated Chinese way of communication is contrasted with the emotional and dominant Russian. This cultural discrepancy should be resolved through mediation.

The Institute of Foreign Languages of YarSU cooperates with Zhejiang Wanli University by conducting student exchange and joint study programs, as well as participation in scientific conferences, however, at the same time, all the students are involved in informal communication via social networks *WeChat* and *Vkontakte*.

One of the problems that occurs is the violation of temporal and spatial communication due to the distance between countries and difference in time zones.

Some cultural differences between China and Russia can be observed at the household and state levels by means of discussions of state and national holidays.

Mediation simplifies the process of rapprochement during communication and the establishment of strong interpersonal relationships, especially taking into account the fact that most information received during communication turns out to be completely new to students of both countries.

Students take the role of a mediator in conversations in turn, since they all learn to communicate and are somehow familiar with the culture of an interlocutor. Students may pair up to hold the mediator’s role by bringing together one Russian and one Chinese student. Such a “communicative pair” not only allows to bring communication between its participants to a new level of understanding but also carries a meditative role for those who may silently observe the network polylogue.

Russian, Chinese and English are the languages participating in cross-cultural communication. The first two languages are native to Russian and Chinese students whereas English is the second or even the third one acting as an intermediary, allowing to bypass language barriers.

Everyday informal communication requires the combination of mediative and plurilinguistic skills to promote intercultural communication as well as language competencies.

The aforementioned reflections lead us to the following conclusions:

1. Mediation in the XXI century is no longer a legal term solely, it has become an integral part of teaching foreign languages and language competencies in general.

2. Plurilingualism has replaced the concept of bilingualism and multilingualism, thereby bringing to the fore the solution of cultural problems in communication and strengthening interethnic and interlanguage interaction.

3. Russian and Chinese communicative behaviour differs qualitatively, therefore, when building an intercultural dialogue, it is necessary to take into account these differences and observe a number of precautions when creating a common communicative environment.

4. Mediation and plurilingualism in communication with Chinese students are manifested on an ongoing basis, being an integral part of the communicative process.

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FILM TRANSLATION OF FOREIGN INCLUSIONS IN THE ENGLISH TEXT BASED ON THE BRITISH SERIES *A DISCOVERY OF WITCHES*

The article is devoted to the problem of translating foreign-language inclusions in the English text into the film text of the series *The Discovery of Witches*. The reasons for this phenomenon are considered, as do the practical examples showing the effectiveness or inefficiency of the use of translation techniques in the transfer of foreign inclusions. On the basis of the English-language film text of the series *A Discovery of Witches* and the translation of the film text into Russian, two examples were selected, showing the need or its absence in the translation of foreign inclusions into Russian.

Key words: film translation, foreign-language inclusions, translation techniques.

The purpose of the study is to analyze the need to use translation techniques to transfer foreign language inclusions into Russian.

The research objectives are:

1. to describe the practical material of the study;
2. to identify the reasons for the appearance of a foreign-language inclusion in the original film text;
3. to give examples of the use of foreign language inclusions in the original film text;
4. to analyze selected examples;
5. to make a conclusion based on the analysis.

Practical research material: *A Discovery of Witches* series in English and in Russian translated by Novamedia.

A Discovery of Witches is a British TV series based on the book with the same title. The plot of the series is identical to that of the *All Souls* trilogy. The cinematic replicas use dialogue and phrases from the book, so the literary and cinematic versions of the story are the same. Therefore, the book and series should not be considered as separate. The series tells the story of the coexistence of supernatural beings (vampires, witches, daemons) and humans, the forbidden love between a witch and a vampire, and the search for a magical book.

In addition to the main difficulties of film translation, for example, a limited amount of time or actor's articulation, there are also specific difficulties of film translation of this material, such as referentially non-equivalent vocabulary (the realities of the world order of the series, names, titles, etc.). However, the text of the book and TV series have the unusual feature of using other languages at the same time as the original language (English). So, the characters use French, German and Occitan vocabulary.

This phenomenon has justified reasons:

1. The place of action is not only England or the USA, but also France, Germany and other European countries;

2. Some characters are from France, so French inclusions can be seen in their speech.

The problem of translating foreign inclusions cannot have a single solution strategy, since there are two important contradictory aspects that a translator faces. On the one hand, it is necessary to preserve the original feature of the original text. But on the other hand, the recipient may not understand the meaning of the used lexical unit, which will not allow to achieve the result of communication.

Foreign inclusions are mainly reduced to the use of a phrase consisting of one or two words, mainly in French. But you can also find short dialogues, in particular, in the fourth episode of the first season there is a dialogue in Occitan.

Example 1: *mon couer, ma lionne*.

However, there is also the opposite situation, when units are translated. Thus, the protagonist's nicknames in relation to his beloved, *mon couer* and *ma lionne*, are either translated through tracing or through the use of transcription. The expression *mon couer* means *my heart*, this is a parallel with what place the main character takes for Matthew, one of the main characters. Diana is the heart of the family, so this nickname is used.

These trends come from the text of the book, in which these foreign-language inclusions were given with a footnote-translation. There are no such notes in the original text, the meaning of these phrases can be understood by knowing the language used or from the context. In the media space, the nicknames *mon couer* and *ma lionne* became popular and began to evoke association with the character and the series. These phrases have become not only a hallmark of the film adaptation, but have also become one of the most important individual characteristics of the hero. In the Russian version of the series, *mon couer* was translated as *mon coeur*, and *ma lionne* as *my lioness*.

The first translation technique has a disadvantage only from an aesthetic point of view, therefore, as a technique for translating foreign inclusions, this is an excellent option. The second technique is less effective, because it leads to the absence of features in the translated text.

Thus, foreign inclusions should not be translated because of the break with the text of the book and the absence of important features of the text in the text of the translation. In the second example of using foreign inclusions, the translation is less justified than in the first example. However, the translators decided not to save these units in the Russian text, presumably due to the inability to save the original audio track. When translating, the new audio track is superimposed on the original one, so saving the first track will result in a lower quality sound of the final text. In the first example, saving the text did not affect the sound in any way, because the dialogue was not included in the main text, which allowed the audio track to be saved.

Example 2:

• Monsieur, I promise you…I had no knowledge of Jack’s blood rage.

• Болдуин, я клянусь, что не знал о кровавой жажде Джека..

In this example, the content of the translated and original remarks are different. There is a lexical substitution in the translated cue, which is associated with the actor’s articulation and limited timing. The French expression is very important in terms of the content of the replica. The protagonist kneels before his brother, saying *my lord*.

The word is not used by chance and enhances the emotionality of what is happening on the screen, which not only disappears, but is significantly reduced in the translated text. Consequently, the translation has led to the fact that the Russian-speaking recipient will misunderstand the meaning of the meaning of what was said. Thus, the translation of a foreign inclusion has a negative impact on the perception of the translated text. In our opinion, the original unit could be kept as *Mr*. This word not only fits semantically, but also does not differ in syllables and pronunciation from the used name of the character *Baldwin*.

Foreign inclusions are an additional difficulty in the process of film translation. Before transferring it to the target language, two aspects should be taken into account:

1) the importance of maintaining this unit in the text;

2) the result of the lack of translation for a fragment of the film text.

As follows from the analysis, the most Not vivid examples from the film text, the importance of preserving foreign inclusions is extremely important for the presence of the characteristic features of the original text in the translation. In addition, in the case of working with a film adaptation of a book, a text that has retained foreign inclusions, a gap appears between the book and the series, which will negatively affect the audience's perception. However, the result of retaining a foreign inclusion is a misunderstanding by the recipient of a certain fragment of the text. This problem can be solved with the help of subtitles, which can be added to a fragment with a foreign language interspersed. Therefore, the preservation of foreign inclusions is a violation in the understanding of the audiovisual text by the recipient.

When working with foreign inclusions, one cannot apply the same translation techniques that are used when working with text in one foreign language. The only techniques that will be effective in this situation are transcription, transliteration and subtitling.

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NEOLOGISMS: SOCIOLINGUISTIC APPROACH

Today politics, economy, and social issues are transforming the world and the English language is adapted to meet these changes. The article discusses how new situations occurring in the life of the English speakers are reflected in the vocabulary of new words. Such social factors as age, sex, race, education, occupation, and peer-group identification become the drivers of lexical creation widely represented in the British and American printed press and internet news media. The author provides sociolinguistic analysis of neologisms formation in the context of the global changes we witness today.

Key words: neologisms, social factors, English press, sociolinguistic approach.

From the Age of Shakespeare to the current whirl of events of 2022 the English language has witnessed a coinage of many thousands of new words, or neologisms. Today the dramatic change of the global political, social, and economic situation amid the military conflict between Russia and Ukraine has generated a list of lexical units as a response to the need to name the new reality.

The study of the nature of neologisms has been of great interest inside linguistic communities. Neologisms are newly invented words or expressions, or existing lexical units with a new meaning. Newmark [3, p. 140] divided them into two groups: existing lexical items with new senses (words, collocations) and new forms. The latter is categorised into several types: old words with a new sense, new coinage, derived words, abbreviations/pseudo-neologisms, new collocations, eponyms, phrasal words, transferred words and acronyms. Thus new words are formed through semantic (new lexical meaning of existing words) and vocabulary extension (productive and non-productive ways, or borrowings from other languages). Productive, or patterned, ways of coining new words are widely used in the English language: affixation, conversion and composition (blending) are among common ways of word-formation.

Recent research expanded the notion of a neologism. Janssen [2, p. 188] defines a neologism as a linguistic category that signifies the components of language modification. Crystal [1, p. 5] gives additional meaning to the phenomenon: neologisms form the foundation of new lexical items, which become acceptable within a particular speech community at a specific time. The English language speakers in a significant moment find a new way of conveying new realia through the influx of new lexis. Thus, linguists register an exponential increase of newly coined words or collocations, which dominate the global discourse, over a short period of time.

Information flows from one generation to another enhancing global thesaurus when interpersonal experience and social phenomena are incorporated in language. English speaking public bridges denotation gaps to accomplish conversational needs in the news media narrative. The 2022 military operation has become pivotal in terms of neologism surge. For a period between February, 24 and September, 10, 2022 a number of new words and old words with new meaning appeared.

The result of the semantic analysis demonstrates four major groups of neologisms: internet discourse, trade, employment and personal consumption. Internet discourse refers mainly to the expression of opinions via social networking websites. Special words have been coined to denote user's attempts to bypass content moderation on social media platforms, or global filter of the internet content which allows restriction or suppression of ideas in some countries, these are *algospeak* and *splinternet* respectively. The formation of both nouns is productive (composition) and each neologism consists of two words: *algospeak* is a blend of *algorithm* and *-speak*, whereas *splinternet* consists of *splinter* and *internet*. The choice of the constituents is motivated by pragmatic reasons: clear and direct words of formal and neutral register without ambiguity. The lexical units have been taken from the American high-profile internet sources politico.com and washingtonpost.com aimed at the most influential audience.

The semantic field of trade is represented with *greedflation*, *ripflation, skimpflation* and *shrinkflation*. These neologisms may be found on different news platforms for wide audience with different background and theguardian.com which readership respects fearless investigative journalism. *Greedflation* (blend of *greedy* + *inflation*) refers to the situation when companies use inflation as an excuse to increase their prices more than necessary in order to make as much money as they can. *Ripflation* (blend of *rip-off* + *inflation*) indicates the case when companies use inflation as an excuse to increase their prices more than necessary in a way that rips off their customers. *Skimpflation* (blend of *skimp* + *inflation*) symbolises worsened quality of a product or service at the same price. *Shrinkflation* (*shrink* + *inflation*) suggests the practice of making products smaller while continuing to market them at the same price. The examples above are formed productively via composition (blending).

Another productive way of creating new words is affixation, e.g. *unretirement* (the act of going back to work after you have retired). The negative prefix *un-* reflects the new realia the English speaking world has witnessed after the pandemic and today during the latest military conflict.

Amid the fuel crisis personal consumption of gas, diesel and petrol is decreasing to help combat the sharp rise in fuel costs. *Oxford Dictionary* says that *hypermiling* is the practice of making adjustments to a vehicle in order to reduce fuel consumption. Today old words get the new meaning (non-productive way of word-forming): *hypermiling* is a way of driving that uses various techniques to minimise the amount of fuel used. The second notion is gaining its popularity on the internet news platforms.

In a mere six months, the special military operation has changed the money spending habits, the Internet users discourse, and transformed the way global internet community gets access to newsfeed. The impact of the conflict on the Western countries after imposing heavy sanctions on Russia has given rise to numerous neologisms the author of the article omitted intentionally. There is always room for in-depth linguistic investigation on comprehensive ban on Russian cultural heritage and collective sanctions of the West. As the operation rages on, the language around it will ever play a more significant role.

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STYLISTIC FEATURES OF ENGLISH POETRY OF THE XX-XXI CENTURIES

The study of the problem of the theory of poetic language and the related problems of linguistic analysis of a poetic text have long remained one of the most relevant in philology. However, the works of English poets of the XX—XXI centuries (Ph. Larkin, T. Hughes, J. Stallworthy, T. Harrison, S. Heaney, C. Rumens, C. A. Duffy, etc.), in particular, the stylistic features of their works, have not been sufficiently studied. It is difficult for Russian-speaking readers to understand and feel English poetry, since there are many theories about the nature of English verse, about its features, about the basic dimensions and expressive means of the language. Thus, the relevance of the research is dictated by the study of the problems of modern English poetry, its complex stylistic analysis, finding features in the language: in words and syntax, disassembly of stylistic features typical for these centuries on the basis of linguistic and poetic analysis combining literary and linguistic approaches proper.

Key words: the theory of poetic language, poetic text, linguostylistic analysis of poetry, English poetry of the XX–XXI centuries.

The problems of studying the theory of poetic language and linguistic analysis of a work of art (in the narrow sense of a poetic text) have long remained one of the most relevant in philology. In different periods, many researchers, such as L. V. Shcherba [13], V. V. Vinogradov [2], G. O. Vinokur [3], B. V. Tomashevsky [9], E. A. Maimin [6], A. I. Efimov [5], N. M. Shansky [11; 12] and many others studied various issues of poetics and poetry.

The main feature of poetic language as a special linguistic function, according to G. O. Vinokur, is that this "broader" or "more distant" content does not have its own separate sound form, but uses instead the form of another, literally understood content. Thus, the form here is the content. One content expressed in sound form serves as a form of another content that does not have a special sound expression. That is why such a form is often called an internal form" [3, p. 27].

Emphasizing the importance of this, V. V. Vinogradov wrote: "The study of the poetic speech of a modern writer is of extreme methodological interest. Within the framework of modernity, the comprehension of the originality of an individual poetic style as a closed system of linguistic means, the characteristic features of which emerge even more vividly against the background of the possession of common forms of everyday intellectual speech in its various functions, can be especially acute" [2, p. 369].

The interests of stylistics and linguistic analysis of the text overlap, since they have a common object of research – a text of a certain stylistic affiliation. One of the aspects of linguistic analysis is the identification and description of connotative meanings, various semantic increments and stylistic figures. The characterization of the text is made on the basis of its functional attribution (artistic, poetic or prose text, in our case – poetic). Therefore, stylistic and linguistic analyses of the text are inextricably linked [4, p. 103].

A poetic text is characterized by the specificity of its expression plan, content plans, functions, and, most importantly, by its multidimensional nature.

The system of poetic text is characterized by "integrity, the presence of parts and elements functionally and meaningfully correlated and determined by integrity, structure created by a set of connections between elements, hierarchy, subordination to the target installation, which subordinates the functioning of the system" [1, p. 28]. It is a complex, hierarchical and dynamic system with a high degree of formalization (meter, rhythm, rhyme, stanza, etc.). Its units express a special figurative meaning, which is determined by the high degree of psychology of the poetic text and its emotivity. The poetic text has a complex structure in which the components of the structural and semantic and functional plans can enter and do not enter into the relation of the hierarchy [8].

The study of the language of a work of fiction is closely related to the study of the language of fiction and its styles in general, as well as the language of a particular writer. In addition, the originality of the language of fiction in the corresponding era, the historical patterns of the development of literary styles should be taken into account. When analyzing the language of a work of art, one cannot ignore its relationship with the national and literary language [4, p. 116].

A. I. Studneva presents two ways of linguistic analysis of a literary text – partial and full. In the first case, the language dominant is studied mainly, forming a style dominant and implementing together with it the main author's idea. In the second case, units of all levels of the linguistic structure of the text are studied in their aesthetic unity and interaction. With an incomplete and complete analysis of a literary text, the selectivity of language elements is necessary, which allows, without violating the integrity of the text, to explore the most significant of them [7, p. 35].

Having analyzed the works of art written by famous English poets of the XX—XXI centuries Ph. Larkin, T. Hughes, J. Stallworthy, T. Harrison, S. Heaney, C. Rumens, C. A. Duffy we found out the main stylistic techniques and dominant language means employed by the writers. We'll make up a brief survey and show only the main features in each of the poems which are worth mentioning.

Thus, after analyzing several works by Philip Larkin *No Road* (1950), *Toads* (1953), we can conclude that he knows how to maximize the possibilities of syntax, rhythm, rhyme to convey the smallest semantic nuances. The stylistic range of this poet is unusually wide. He skillfully uses colloquial expressions and refined rhetorical turns, vocabulary that allows him to convincingly recreate the environment in which his hero is, abstract concepts that help reflect the philosophical complexity and originality of the author's reflections. At the same time, Ph. Larkin very easily and naturally moves from one stylistic register to another, he manages to connect words belonging to spheres far from each other and having different stylistic coloring in one phrase, for e.g., *Silence, and space, and strangers – our neglect / Has not had much effect* (business-like style in the second line). In his works we find out a variety of epithets. There are also poems that are entirely built on metaphor *Why should I let the toad work/Squat on my life?*. The image of the toad is introduced as something hostile and unpleasant. We see allusion in the line *the stuff...are* ***made on*** taken from W. Shakespeare's *The Tempest*, thus the combination of the rude expression and quotation from W. Shakespeare's play create additional irony. In *Church Going* there are two neologisms formed by the fusion of two nouns *Some* ***ruin-bibber****, randy for antique, / Or* ***Christmas-addict****, counting on a whiff...*. Ph. Larkin is distinguished by his excellent mastery of poetic technique and an exceptional sense of form. He never forgets about his reader. He has a confidential conversation with him. His works are remembered and easily recognized among other poetic texts.

T. Hughes' poems are dominated by Elizabethan, "uninhibited" and at the same time metrical white verse. The boiling of instincts and passions is conveyed by poems built on free associations, sharp intonation shifts, a combination of contrasting images, a clash of "bodily", "carnal" vocabulary and words of "high rank", archaisms and abstract concepts. At the same time, the poet has a steady logic in the development of metaphor, the proportionality of words and rhythm in a line, stanza, poem. In the poem *Wind* (1957) the house is metaphorically compared with a ship. The poet uses a lot of figurative comparisons with the original metaphors introduced through *like: The hills had new places, and wind wielded / Blade-light, luminous black and emerald,/Flexing like the lens of a mad eye; The wind flung a magpie away and a black- / Back gull bent like an iron bar slowly; The house /Rang like some fine green goblet*. In his works there are also anaphors that help to create the rhythm of the poem. In the analysis of the poem *Esther's Tomcat* (1960) we paid special attention to the neologism *Bekitten*, a word for the formation of which was the word *beget*, taken from the Bible and having a high stylistic coloring. In his poetry there is parody, irony, interest in the ugly.

Having analyzed the works of J. Stallworthy, we found out that he is among the few who continue to actively use poetic rhyme in his works. However, his verse is plastic and very confidently conveys the smallest semantic nuances and reacts sensitively to the most insignificant interruptions of the rhythm. In addition, the poet very subtly plays the stable expressions of the English language, and by repeating the image in the content of the poem, he knows how to give a new meaning to each repetition. J. Stallworthy often uses allusions to gospel parables. Thus, in the poem *The Fall of a Sparrow* The hero of the poem *The Fall of a Sparrow* asks the same questions as most parents who have seriously ill children. In the text we find an allusion to verses from the Gospel *Are not two sparrows sold for a farthing? and one of them shall not fall on the ground without your Father.*. [Matthew 10:29]. In the context of the poem, the image of the "fallen warrior" begins to be associated with the serious illness of the boy and the hero is not at all inclined to share the position presented in the Gospel. In the line *If not the hand of chance dicing with chromosomes* dicing is a dice game. This metaphorical expression focuses on an arbitrary random combination of chromosomes, on which sometimes much depends on the fate of a person. In the line *A cot shakes, and the fallen sun rises for father and mother* the poet plays on words here, i.e., in English the words *sun* and *son* sound the same. Together with the sunrise in the morning, the son rises in the crib and makes the couple feel like parents. The poet also employs outdated words instead of more modern words, which gives color to his works.

Tony Harrison is famous for his 16-line sonnets, *Long Distance* is among them. In his works (*Breaking the Chain*), dialectisms, vulgarisms, obscene expressions are found next to references to scientific and classical literature, and are combined with sophisticated poetic technique, as if reflecting and connecting two different facets of the poet's life experience *(mams, pig-sick=fed up, gear, posh, bestowed).* Like previous poets, T. Harrison uses neologisms in his works, in *Wordlists*: *thesaurus trove of trashes could he wish* (from the expression *treasure trove*).

Carol Rumens in her poetry uses verbs and epithets in a figurative sense, various kinds of concepts and metaphors. In her work *A Marriage*, we traced comparisons *He trails burr-like fragments, He shows me a picture of marriage as a small civilization, return like lambs* and metonymies *rosewood* (furniture), *broadloom* (carpet). In one of the poems *Lullaby for a First Child* there were unusual metaphorical comparisons that conveyed the feelings and emotions of the heroine *little silver* (mother's milk), *small purse* (the mouth of the baby).

After analyzing the works of Carol Ann Duffy *And Then What*, *Miles Away,* we noticed that she often uses the form of a dramatic monologue. She likes to play with the sounds and meanings of words, she has succeeded in using various colloquial expressions. She knows how to rearrange the grammatical structure of a sentence in such a way that the usual phrases acquire freshness and originality. She violates grammatical norms and resorts to ambiguity in her sentences *In this garden, breathing the colour thought is before language into still air* or *Wherever you are now, inside my head you fix me with a look, standing here whilst cool late light* besides deviation from grammatical norm we see the dubious nature of the word *standing* that refers both to the heroine and her beloved. For e.g., repetition of the word *then* creates monotony and the transience of human existence and the line *wave choke phone thump thread* abounds in words that can be both nouns and verbs.

The poetry of Seamus Heaney's requires a certain tension from the reader, sometimes it lacks clarity and openness of meaning. However, complexity is clearly not an end in itself, rather it reflects the poet's aspirations for development and renewal. S. Heaney skillfully uses the possibilities of sound series and alliteration, sometimes there is an excessive concentration of certain sounds. There is a bright symbolism in his works, for e.g., in poems *Blackberry-Picking*, *Had I not been awake*, in the first poem the lines *its flesh was sweet like thickened wine: summer's blood was in it* were associated with the rituals of the Catholic Church and this is not surprising, since the poet himself grew up in a Catholic family. In some works, there is a play of sounds, sometimes the lack of rhyme is compensated by the use of alliteration, assonance and internal rhyme. We face allusions to ancient Greek mythology by mentioning *Diogenes with his lantern* in the poem *The Haw Lantern* and interesting words that are Anglo-Saxon in origin *spoke-shave, augur, plane, fretsaw, rasp and awl*, etc. in the poem *An Ulster Twilight*.

Poets of the XX—XXI centuries tend to use words of high and reduced stylistic tone in one poem, and sometimes in one stanza. They rarely use poetry, but they often use slang and neologisms. Some poets create their own neologisms in order to express emotionally stylistic, already existing concepts.

While studying the poetry of these epochs, we analyzed some works from the side of the expressive means of syntax and found a large number of comparisons introduced by the word *like*. There were poems based entirely on comparison. In some cases, rhythm and rhyme caused inversion, which carries a rhythmic-euphonic function. Also, the rhythmic-melodic conditions of the verse in some cases caused elliptical turns. Often the ellipsis was used to achieve the conciseness of the utterance.

In the analyzed poems, we did not find rhetorical questions and litotes, we can say that these are rarely used means of this era. But we have encountered parallelisms, complete and partial. We also faced a large number of repetitions: anaphora, epiphora, anadiplosis. They carry a variety of functions, such as: the function of amplification, the stylistic technique is close to the norm of lively excited speech, the function of modality, is realized mainly by the rhythm that is formed due to the repetition of words and phrases, the function of increase, a gradual increase in the strength of emotion and the function of softening the sharpness of the transition from one plane of utterance to another.

In the poetry of the XX—XXI centuries there is a special problem with free verse, there is no rhyme and expression of meter. In the English poetry of the analyzed epochs, free verse has occupied an exceptional, one might say, dominant position. Sometimes the poem does not feel the inner rhythm and "drive". However, English poetry has never completely broken with rhymed verse. Free and rhymed verse can even coexist in the same poem.

A pseudo-formal poem is very common in English poetry at this stage of development. The lines in such a poem are about the same length, and they are organized into uniform-looking stanzas, but in fact, neither the lines nor the stanzas represent any rhythmic integrity or proportionality: the appearance of a formal poem is achieved by mechanical cutting.

Poets of these epochs often use metaphorical comparisons in their works. We have traced poems based entirely on metaphor. There are a large number of epithets in the analyzed poems, which are based on the allocation of qualities and signs of the described phenomena. There is also an oxymoron, which is used for a more vivid characterization, description of an object, phenomenon, fact of the surrounding reality. Hyperbole, a vivid exaggeration, which from the point of view of real possibilities seems doubtful. Personification and pun, mainly based on the wordplay in the work.

Many critics believe that modern English poetry is in decline. But after analyzing a certain number of works by modern poets, we can conclude that the powerful legacy left by their predecessors has not been forgotten. Modern poets have preserved the musicality of the poetry of the era of W. Shakespeare, but at the same time brought their vision into the structure of the verse. The poetic word has acquired a great soulfulness. Nothing stands still, and poetry also develops in its own way.

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ELEMENTS OF NON-FORMAL EDUCATION IN TEACHING ESP TO INTERNATIONAL RELATIONS STUDENTS

The article describes some non-formal methods of teaching ESP to the students of History Faculty, who major in International Relations and Political Science. The particular method included telebridging with some visiting professors from Oxford University, who acted as lecturers or consultants, when it came to the topics related to British political matters. The topic under analysis in summer 2022 was the system of elections in Britain. Before, during and after the telebridge the students studied and discussed some issues of British electoral system with the teacher, then with the speaker and finally reflected on the topic on their own.

Key words: non-formal education, ESP, method of teaching, telebridging.

In modern higher education the problems of introducing and integrating ‘professional’ English disciplines into the curriculum as well as making them effective are still quite acute. CLIL and ESP approaches are widely used in colleges and universities and thus won’t be the subject of minute analysis in this article. For the needs of the given paper, it’s worth mentioning, though, that “the CLIL approach is recommended to be applied under constant observation and evaluation since the ESP world is various and multi-context” [6,

p. 122]. Although ESP is thought to "meet specific needs of the learner", be "focused on the language (grammar, lexis, registers), skills, discourse and genres" [6, p. 124], which are fitting the activities of the subject it serves, "CLIL gives learners with a more authentic context" [6, p. 124].

However, in Russian universities today it is more relevant to speak about wider practice of ESP, rather than CLIL approach, for in the majority of cases the so-called "professional" English classes are guided by teachers of English, but not special disciplines. Nevertheless, ESP approach provides the teacher with a wide variety of methods to activate and engage students' knowledge and skills in the sphere of a certain professional discipline into English speech.

The first and foremost method that seems mostly accessible in class is the introduction of non-formal ways of teaching ESP. Non-formal learning is generally defined as the one "outside formal learning environments but within some kind of organisational framework" [Formal, non-formal and informal learning]. It tends to acquire a wider use in today's world due to a number of reasons – from the concept of lifelong learning [5] to emergency contexts, as pandemics for instance [3].

The concept of non-formal learning (NFL) was introduced in 1970s, discussed by many scholars [4, p. 12] and today can generally be referred to as "relatively systematic and (but not necessarily) pre-planned with an explicit intention on the part of both learner and mentor to accomplish a/some specific learning task(s)" [4, p. 13], which also requires the guidance of a certain mentor [Ibid].

During the process of introducing and approbation of an ESP discipline for the students of History Faculty in Perm State University, who major in International Relations and Political Science, the teachers faced the problem of routine ways of work that bored the audience with their monotony and thus decreased the efficiency of learning. While studying such topics as "Politics and Policy", "Bureaucracy", "UN", etc., the students took part in a number of typical activities: pre-text (mainly lexis exercises and mind-maps), reading or listening comprehension and finally writing an essay or participating in a panel discussion. When the learning cycle is the same all the time, the results of language and discipline acquisition seem to diminish throughout the term.

That is why it was suggested to invite some visiting professors from Oxford University, who, despite the current shutdown of official Oxford Russia Fund, were still eager to have sessions with professors and students of Modern Foreign Languages and Literature Faculty via Zoom and other platforms for the sake of cross-cultural research.

Fortunately for International Relations and Political Science students one of the professors appeared to be a member of the Labour Party. He agreed to act as a consultant on the topic "Electoral system in Britain". As the topic was to be studied not in June 2022, but in September according to the syllabus, it was decided to step away from it in the interest of introducing a non-formal way of teaching right now.

The colleague teachers agreed with the consultant and the students to have a telebridge (online session) via Zoom with two groups of students taught by two professors. After that the course of actions was worked out. The plan consisted of a number of stages, similar to those used in traditional methods of teaching: before, during and after the telebridge activities.

At the preparation stage the students read and discussed some excerpts from K. Hewitt's book *Understanding Britain today* [2] dedicated to the system of elections in the UK to learn some general information on the topic. The students also prepared some preliminary questions to ask. At the same time teachers had a couple of tutorial sessions with the British consultant to talk about the format of the telebridge, check some technical details, etc.

Just before the session the students were sent a kind of a check-list on UK elections. It included a glossary (words *ballot, constituency, polling station*, etc.), methods of elections (First Past The Post, Supplementary Vote, etc.) and some comments on Scotland and Northern Ireland to consider. All this information including was taken into account and revised during the lesson before the online session.

During the telebridge, which took place in one of PSU specially equipped classrooms, our consultant first made some general statements on the topic and the check-list. Then he spoke on his personal experience of participating in the elections. After this the interaction part began as the students were free to ask questions on the topic. It's interesting to mark out that the talk was centered round mainly personal view – the attitude towards UK ex-Prime-Minister, "fairer" methods of elections, politicians' relations with the media covering elections, exit polls.

After the telebridge the students had a debriefing session in class, where they gave their reflections on the topic, material, form of work and of course the scope of knowledge they received through the telebridge compared to mere reading and discussion.

The students were impressed with the possibility to learn authentic information a) first-hand, b) devoid of bias. Students' comments state: "It was interesting to see the differences in British and Russian views on politics"; "It was fascinating to have a look into the "black box" of British politics and learn the opinion of the Labour Party member"; "I have learnt much about the issues and challenges of British political system as well as their interpretations".

It should also be stated that according to the essence of non-formal learning, the communication via the telebridge proved to be quite personal and informal. It was a dialogue rather than a lecture or a seminar, despite a complicated topic, thus showing that NFL methods are applicable in an ESP course on a regular basis. All participants expressed interest in continuation of telebridges in current academic year. The success of NFL methods in ESP classes depends much on the preparation to an online session or any other NFL event and its managerial and methodological maintenance.

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COMPARATIVE-PARAMETRIC METHOD AS A MEANS OF ANALYSIS OF PROFESSIONAL SUBLANGUAGES

The author considers the possibility of application of the comparative-parametric method to describe, compare, and create a semantic typology of professional sublanguages. The list of the parameters of comparison of professional sublanguages is defined. The need of linguistic analysis of various professional spheres, as well as improvement of methods of teaching foreign languages for professional communication determines the relevance of such studies.

Key words: professional sublanguages, comparative-parametric method, parameters of comparison, semantic typology.

Due to the growing number of ongoing studies, the comparative-parametric method tends to demonstrate its versatile nature. This method is used for intra- and interlanguage comparison. The application of the comparative-parametric method within the framework of one language "provides an opportunity for fairly accurate differentiation of words by semantics" [5, p. 173], thus contributing to the creation of differential dictionaries of different types. The purpose of the application of this method for interlanguage comparison of "heterogeneous (for example, multi-level and communicative) language phenomena is to identify the national specificity of the studied phenomena according to the proposed parameters" [3, p. 23]. According to the founders of the comparative-parametric method Sternina M. A. and Sternin I. A., the third direction of its development is creation of a semantic typology of languages [4]. The authors state that "at this stage of the comparative-parametric method development three main directions of the language semantics analysis can be distinguished, within the framework of which a semantic typology of languages is possible: 1) semantic typology of lexical groupings; 2) semantic typology of word semantemes; 3) semantic typology of word sememes" [4, p. 132].

The article considers the possibility of application of the comparative-parametric method to describe, compare, and create a semantic typology of language subsystems that provide communication in certain fields of activity, that is, professional sublanguages. The need of linguistic analysis of various spheres of professional activity, as well as improvement of methods of teaching foreign languages for professional communication determines the relevance of such studies.

The analysis of scientific papers devoted to the description of languages distinguished on a professional basis has allowed to identify such terms as professional sublanguage, professional language, professional speech, professional dialect, special language, language for special purposes (LSP). Within the framework of the cognitive-communicative paradigm, the term language of professional communication has appeared.

The study of professional sublanguages is currently a fairly relevant scientific direction that attracts attention of many researchers. However, despite numerous studies of various aspects of language systems, many theoretical questions still require consideration. For example, there is no consensus among scientists regarding the status of a language system that serves as a means of communication in a certain field of activity, its relation to the national language, ways of their interaction, as well as ways of interaction of professional sublanguages of various spheres. There are different points of view regarding the stylistic differentiation of professional sublanguages, the internal structure and features of terminology, the influence of linguistic and extralinguistic factors on the formation of terms, the process of internationalization of professional vocabulary, etc. It should be noted that the use of the comparative-parametric method for the description and comparison of specific professional languages will contribute to the search for answers to the above-mentioned questions, as well as the development of a general theory of professional languages.

The algorithm of application of the comparative-parametric method for the analysis of any professional language can be presented as follows:

1. Identification of exhaustive material for comparison.
2. Establishing the aspects and parameters of comparison and formalized description of the professional sublanguages.
3. Indexalization of the results of the study according to the selected parameters.
4. Comparison of the results of the study according to the selected parameters based on the obtained indices.
5. Qualitative interpretation of the obtained parametric descriptions by scaling [5, p. 180].

This algorithm actualizes the need to develop a universal basis for the comparison of professional sublanguages. In other words, it is necessary to define a list of the parameters for comparing such language subsystems, which, on the one hand, will provide a unified description, on the other hand, will present the parameters of the semantic typology of professional communication languages.

It is worth noting that there is a wide range of definitions of the concept of professional sublanguage, in which certain features of such a language system are put at the forefront. However, most researchers note that the professional sublanguage is based on a "functional-semiotic subsystem" [6], "a set of some phonetic, grammatical and mainly specific lexical means of the national language that provide speech communication of a certain society" [2, p. 12], a set of language tools that provide communication in the professional field [1, p. 46-47], a set of codified and uncodified professional names [6]. Such definitions prove the possibility of applying the parameters proposed for the semantic typology of lexical groupings.

Thus, the semantic typology of professional sublanguages can be implemented according to the following parameters:

- the degree of polysemantics of professional sublanguage lexemes;
- the degree of unambiguity of professional sublanguage lexemes;
- the degree of belonging of the entire corpus of semes/lexemes of the professional sublanguage to this professional sublanguage;
- the degree of intra-group structural and semantic connectivity of the professional sublanguage;
- the degree of semantic proximity of professional sublanguage units;
- the degree of semantic opposition of professional sublanguage units;
- the degree of semantic closeness of the professional sublanguage;
- the degree of stylistic and emotional coloring of professional sublanguage units;
- degree of denotative representation of semes of professional sublanguage;

- degree of connotative representation of professional language semes;
- degree of lacunarity of the professional sublanguage.

It seems logical to add the following parameter of the semantic typology of professional languages to this list:

- the degree of terminological density (terminological density is the total number of terms of the professional sublanguage).

It is worth noting that this list of parameters remains open. More parameters can be proposed, which is one of the possible directions of the development of the comparative-parametric method of linguistic research.

In the future specific studies of professional sublanguages will help to expand the given list of parameters, as well as to develop a single scale of levels of qualitative assessment for conclusions and generalizations regarding professional sublanguages in general.

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TRIPPING DOWN THE SLIPPERY SLOPE: THE WAYS TO AVOID LOGICAL FALLACIES IN ACADEMIC WRITING

Mistakes in reasoning are common in academic writing as the author may not realize his flawed conclusions and may deliberately mislead his readers. On the other hand, he may consciously manipulate the language in order to get a certain reaction from the audience. Teaching students strategies to identify and avoid logical fallacies in their writing may facilitate the further development of their critical thinking, especially in the digital age with a high risk of encountering misinformation. The study discusses some typical patterns of logical fallacies and suggests implementations that may be adopted to anticipate illogical arguments in academic writing.

Key words: critical thinking, logic, logical fallacies, academic writing

Introduction

Descriptive, narrative, expository, and argumentative essays are common paper assignments [3, p. 25] any teacher may encounter during his or her writing classes. Academic writing teaches us to exercise our critical thinking while assessing different arguments and generating stronger positions using eloquence. Taking into consideration the fact that information is virtually unlimited and free, misinformation and disinformation threaten to overwhelm rational thinking of individuals [4, p. 2]. Therefore, it is absolutely crucial to devise strategies to help students avoid and outsmart flawed arguments as, first of all, they are to improve their good reasoning and, secondly, this knowledge may anticipate the situations where bad reasoning may be used against students.

Before we proceed with the logics of an argument and, it should be noted that logics is only one aspect of a successful argument. However, it is acceptable to have non-logical arguments since they appeal to the reader's emotions or values [6, p. 103] and usually complement the main reasoning. On the other hand, illogical arguments need to be avoided because they cannot be logically proven.

Many poorly written essays are usually produced on account of a lack of legitimate arguments, i.e., fallacies. In the broad context, a fallacy is any error in reasoning [5, p. 103] that usually has several patterns labeled by medieval logicians such as Aristotle. While modern logicians keep on debating about the ways to classify these patterns, David Kelly identifies four categories of fallacies: subjectivist fallacies, fallacies of credibility, fallacies of context and fallacies of logical structure [5, p. 104—141]. Such fallacy taxonomy can be used as a practical guide to the essay argument assessment. Moreover, the classification may be useful for students to identify fallacies in online text sources or on other media platforms.

Methods

The given work is based on the qualitative analysis of the fifteen academic essays collected from the students of the Department of Foreign Languages and Communication Technologies of NUST MISiS who have passed the writing part of the mock B2 First (FCE) exam where they were posed a question and asked to write a response. The methodological basis of the study rests on the works in the field of critical thinking.

Discussion

Conspiracy theories and fake news stories often rely on some patterns of logical fallacy to seem credible. The more resonant details are added to a story, the more plausible it begins to seem. Teacher's work is to make students question how much trust they should put in unanimous decisions easily created and provided to us by the mass media. By introducing students to the concept of logical fallacies through examples in their own pieces of writing it is possible to improve their critical thinking ability and devise a procedure to rationalize their arguments.

A few studies show [1, p. 13—26] that students are more likely to realize a logical fallacy if they are given pragmatic explicit instructions rather than implicit ones. A teacher-driven discussion should be aimed at stimulating the development of a deductive approach. A class discussion can be triggered by discourse completion tasks, roleplay or compare and contrast activities. Another observation concerns the way essay questions are formed. It should be noted that students tend to restate the conclusions as premise if an essay statement seems obvious to them so they aren't sure what evidence to provide for it, so they just keep restating it. Effective essay questions will dissolve students' frustration and prompt them in constructing sound responses. Finally, the argument assessment system should be implemented into the essay assessment criteria in order to prevent students from making flawed conclusions.

By participating in discussions and observing examples of sentences with logical fallacies, students are likely to refrain themselves from making the same mistakes or falling for any disinformation or misinformation.

Results

The fifteen academic essays were analyzed using the fallacy taxonomy offered by David Kelly. The analysis showed that students frequently engage in fallacious reasoning each time they fail to recognize logical fallacies as they may seem relevant or stronger to their pieces of writing, even though they are not. The following list of fallacies indicates only frequently repeated patterns found in the students works and should not be regarded as complete.

The fallacies mainly comprised:

– overgeneralizations (a subjectivist fallacy);

English grammar rules and language collocations taught in high school were much easier and enjoyable than they are now.

There is no evidence to show why the statement is logical because the author comes to a conclusion based on few examples and his subjective opinion.

– circular argument or begging the question (a fallacy of logical structure);

People in our country should pay public transport fares because it is illegal to travel for free.

The conclusion that “people in our country should pay public transport fares” and the evidence “it is illegal to travel for free” are basically the same idea. Specific evidence such as consequences of not paying public transport fares are needed to prove this statement.

– begging the claim (a subjectivist fallacy);

The reason is that all students want to enter Harvard or Oxford universities is because they are the most prestigious in the world.

There is no evidence to show why the statement is logical, only that the speaker assumes it to be.

- and slippery slope (a fallacy of context).

The grading system should be changed. If it is not changed, the students will be studying only for points.

The author bases his conclusion on the assumption that if A launches a string of events (B, C, D, ... X, Y, Z), it will inevitably culminate in an extreme scenario (“students will be studying only for points”). The problem with such kind of argument is that each additional step adds an opportunity to alter the outcome.

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PEER CORRECTION AS THE WAY OF LEARNING LANGUAGE

The paper is devoted to the autonomous learning in the form of correction activities. The author considers peer correction to be extremely important activity especially in the light of active learning theory or the theory of activity (A. N. Leontijev). Organized within digital environment of learning either on a platform in synchronous learning or using a kind of services within a language lab this can be beneficial when considering pedagogy of the "second (foreign)language" personality (linguistic persona).

Key words: peer correction, language lab, LMS, linguistic persona.

The image of a teacher has always been a picture of a person marking students' papers in the light of a lamp in the evening. However, there is still a sort of neglecting this major part of teaching to say nothing of any theory underlying the activity which was and still is believed to be a part of professional skills and the art of teaching.

The communicative method teaching exacerbated the problem as there appeared a number of mistakes in production, both written and spoken. Shifting focus of studying English from learning the language system to the learning the language as the major means of intercultural communication also contributed to the issue. However, learning is impossible without standards and due to Kachruvian inner circle the standard-setters in the global communication still remain the historically English-speaking countries [2]. These are underlying any correction.

Not only digital learning environment brought new opportunities to presenting linguistic facts through audio and video materials, but it also reflected on procedures of correcting mistakes as those systematic mistakes in learners' produced structures (especially at lower proficiency levels) could be easily corrected by the whole range of software (the most popular and heavily advertised is Grammarly that suggest a number of options in correcting papers), lots of mechanic work is being done by a special inbuilt software in the language labs freeing English teachers from routine (e.g. *Language Leader Lab*). The correcting software differ from one to another only by the range of options and the respective price. Inventive teachers used inbuilt in MS Office Word word-processors and the like. But still when it comes to essays, where discourse competence, coherence of the spoken or written text and the skill of expressing ideas are checked – no automated work is possible. This requires a human mind.

Presenting the issue of peer correction as the way of learning, shall we consider the example of the students of humanities, although students of Science also could perform peer-correction activities.

As the learners of humanities as a rule possess international certificates confirming their proficiency in English, by the same token, they appear to make decent experts in the field ready to help – to mark and correct mistakes in the papers of their groupmates if there were any.

The theory of active learning is heavily based as the matter of fact on the theory of activity developed on the local grounds by Sergei Rubinstein and Alexei Leontiev (Senior). The latter insisted on the fact that instruments used by a person first help form interpsychic function of a person and then become a part of intrapsychic functions, i.e., become a part of personality, his\her inalienable feature and participate then in personal axiology helping to form a system of values.

Pedagogy as the science of future has always aimed educating and developing a persona, language pedagogy, especially when it comes to studying a foreign language aims developing secondary (foreign language) personality. Thus, when correcting somebody's paper the teacher presents a norm-setter and marks learners' mistakes as the deviation from a linguistic norm.

Thus, when correcting a paper of a groupmate the students also take on responsibility to assess the paper according to established language norms and conventions. This involves checking up their knowledge to secure 100% confidence in what they recommend if they correct something. So, when the student is invited to act as a language teacher, he/she is to reinforce their knowledge which is extremely beneficial for the language proficiency of the assessor.

In practice it is often viewed as the chance for a teacher to step aside and have some rest. Unfortunately, due to some reasons, teachers can do it only partially.

First the teacher is to prepare Guide to Assessing, i.e.to work out criteria for assessment. Even possessing the proper level of language proficiency, students might quite different advice. For instance, during the Assessment session while the students would comment the answers of their groupmates the teacher should be ready to step in if some utterance was assessed unfairly, the same teacher should foresee and smoothen the areas of sensitive issues, navigate the assessment process and teach the involved learners to assess contextually, i.e., to take into account the extralinguistic factors of learning of this individual.

This fact is reflected both on global and local levels. While the theory of active learning is seen to be most embracing, it is usually is dated back to Jean-Jacques Rousseau works and lies in the realm of constructivism, we would emphasize, namely, Vygotskian social constructivism. The major idea of active learning due to the review provided by Cambridge International Education website is "we learn best when we can see the usefulness of what we learn and connect it to the real world" [*https://www.cambridge-community.org.uk/professional-development/*]. German methodology of learning by teaching (Lernen durch Lehren or LdL) authored by the French educator Jean-Pol Martin acts as confirmation.

Correction, viewed as one if not most symbolic teacher's activities, serves for learners' cognitive development [4]. However, to become the way of learning in the form of peer-assessment it becomes an exercise, practiced within the framework of systematic approach on a regular basis.

In digital epoch peer-correctors may even check their efficiency through inbuilt functions of a special software. Then it is better to go further and to complicate the correction task, for example, move from a dictation check-up to training a specific structure where the learners will have to change not only the form but possible lexical content. Especially, it is true in those professions that require audition and not necessarily only for the language teachers.

The content of peer-correction, of course, would correspond to the language material studied and most difficult feature in peer-correction is marking or giving a mark.

There are two ways to be objective. First – anonymity or checking up works of the students from another group, but, nevertheless, it seems to be an extra challenge for students with high proficiency to practice objectivity when marking papers of students from their groups. Second – unambiguity: fair criteria of assessment and strict compliance with them. The teacher's job here among the students with high level of proficiency is the one-off monitoring this objectivity and readiness to introduce changes into assessment criteria when something was not taken into consideration. So, the criteria should be preliminary negotiated due to the fact the teacher may fail to consider some important conditions. However, as soon as the criteria were discussed, they become “the only true and unchangeable”: neither the teacher nor the peer-assessors may change them, moving the goal posts and creating opportunities for relativism.

Peer-assessment complies with humanistic approach as well. Such characteristic as empathy in peer-assessors should also be trained. The famous Michael Lewis’s statement: “We never correct a mistake we correct a person” [3] involves assessors’ tolerance. It means that understanding is also to be trained in peer assessors being identified as an ability to remain humane while being objective. If consider only structural mistakes then the peer assessment does not need any teacher interventions and the same is true about lexical acquisition checked by means of dictations, but it is necessary when we assess learners’ essays where not only structural but communicative linguistics comes onto the stage. The skill of expressing ideas may not be pertaining to a certain learner, this means that the assessing students would practice putting themselves into other person’s shoes.

When considered as regular practice, peer assessment involves students grasping the goal-oriented nature of learner’s activity. This may help develop *filtering literacy* as the one of the digital literacies relevant to digital learning environment [1, p. 24—25] and to practice the skill of selection, in other words, one should understand what skills were to be checked up in the task and concentrate only on them. But what to do if the task was multipurpose, i.e., was to check the level of proficiency and different sub-competences? This as matter of fact creates new opportunities for practicing setting relevant priorities when making the decision what to assess.

Peer assessment also provides for training those who are assessed to learn how to take a hit. Here some principles that should be followed to by those students who are assessed:

- if the peer’s commentary brings the knowledge, it should be obtained,
- if it shows your lack of attention then it means you should train this study skill – namely, concentration and time management,

- if the remark is disputable then the assessed should use the opportunity to reply only if the floor is given to him,
- in the feedback session it is more polite to refer to an authority (not to be personal),
- if you are not given a word then it should be taken for granted but checked at home.

These glimpses of peer-assessment process and the very fact that the motto of a great number of universities "Docendo Discimus" confirms methodology of learning by teaching and allows to stipulate the fact that peer-assessment is a perfect way to learn the language.

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USING GAMIFICATION TO STENGTHEN STUDENTS' MOTIVATION IN ENGLISH LANGUAGE LEARNING

The article is devoted to the study of the specific features of gamification methods, as well as to the determination of their influence on increasing motivation to learn English. An analysis of the research available in the methodology on this issue is presented. The specificity and importance of gaming technology for increasing motivation for learning foreign languages is revealed. A number of educational and methodological complexes were analyzed for the use of gaming technologies. The effectiveness of gaming technologies has been verified on the basis of an experimental study. Various categories and types of games for English lessons are considered.

Key words: gamification, motivation, methods, analysis, effectiveness, evidence.

Gamification in education is the process of using the game principles in various areas of education, which allows us to consider the game as a method of education and upbringing, as a form of educational work, and as a means of organizing a holistic educational process. Research interest in this topic is due to the need to find new methods of motivation due to the fact that the old incentive schemes have stopped working. Praise, reward, fear of punishment – the methods of carrot and stick are far from being so effective. Modern young people and teenagers are more accustomed to gamification – that is, passing stages, tasks, improving the level.

In the methodological literature of recent years, the questions of motivation for mastering a foreign language have been raised repeatedly, so there is no need to explain what is interest in mastering foreign languages, interest in mastering them.

Considering the process of acquiring lexis it may be noted that there are conditions under which the students are aware that certain lexical units are necessary for the upcoming speech communication in a foreign language, and this awareness greatly facilitates their assimilation. Therefore, target communicative motivation can be touched upon. Students can realize general suitability of words for communication and their suitability for solving specific speech task, for example, participating in various kinds of language games.

In the theory of motivation, it is pointed out that for the emergence of a motive, a person must experience “a need for something, a lack of something”. Proceeding from this, a method of the so-called concrete-motivational introduction of vocabulary has been developed. Students are invited to solve a naturally occurring (from their point of view) speech task, while they have a lack of certain lexical units. Wanting, nevertheless, to solve the problem, students ask the teacher questions about unfamiliar words and immediately include them in speech. There is an assumption that this nature of primary assimilation significantly increases the strength of memorizing a word, it is impossible not to notice that under the guise of a task, the teacher uses a lexical game technique.

To strengthen the target motivation for learning vocabulary, it is necessary to encourage students in every possible way to ask such questions about unfamiliar foreign equivalents of the words they need, and then include the latter in their speech. This requires the development of special game techniques that are organically included in the process of motivated introduction of the word. First, you need to teach students to ask questions before performing a speech exercise.

Taking into account the results of the analysis of some modern educational and methodological complexes, we came to the conclusion that different teaching materials have the necessary gaming technologies to one degree or another, but they are quite specific and of the same type. Therefore, we decided to develop universal gaming technologies that could be used by all teachers teaching English, regardless of the teaching materials they use, at the middle stage of teaching English. The complex of gaming technologies was compiled in accordance with all the parameters of the classification of language games.

Below there are several examples of different types of games that can be used in an English lesson.

Grammar games.

1. The purpose of the next game is to train students in use prepositions. A group of students sits at the blackboard. The host tries to remember who is where. Then he leaves the classroom, and the students change places. Returning to the class, the facilitator should put everyone in their place. To do this, he gives orders, using prepositions: “Misha, stand in front of Oleg!”. A similar game is played when working on verbs in the imperative mood and the verb must (Sergey must stand behind Anna!).

2. To check the assimilation of ordinal numbers, each team lines up in a row, at the back of the head to each other. Turning to the student standing second in line, the leader asks: Who is the first pupil? The student addressed by the facilitator answers: “Peter is the first pupil”. This is followed by similar questions to the third and fourth, and so on until the end of the line.

Spelling games.

1. Write what you know. The teacher explains in advance that he will give tasks orally (questions and riddles). Students will have to write their answers on pieces of paper. Sample tasks: How much is eight divided by four? What number comes between 15 & 17? Write down the name of something we hold over our heads when it rains. (An umbrella) and so on.

2. Pattern puzzle. The teacher writes 5 letters on the blackboard and highlights one of them. This means that each student or team needs to come up with a word that must contain one of the four letters and the one in the center is required in each word. The student or the team that writes the most words wins.

FAST & SLOW. During the game, students get the opportunity to master the expression My watch is fast / slow. The group is divided into two teams: “FAST” and “SLOW”. The teacher or team leader shows a certain time on a toy clock and says it in

English, for example: “It’s ten minutes past eight”. After that, the representative of the “FAST” team says what time the clock that is slow (it is recommended to indicate a discrepancy of no more than 5–10 minutes), for example: “It’s a quarter past eight. Your watch is slow.” For example: “It’s five minutes past eight. Your watch is fast.” The team that makes fewer mistakes wins.

The game – in its essence, is the test of the learned material, but in a more interesting and comfortable form. Having studied the role of the game in the process of our research, we realized that it performs many different functions in a foreign language lesson, for example, motivational and incentive. In connection with the foregoing, we came to the conclusion that the use of gaming technologies for the development of oral and written foreign language skills is a necessary condition and one of the ways to increase motivation to learn a foreign language.

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ASPECT ANALYSIS OF THE MOST FREQUENT COMPARABLE SUBSTANTIVE LEXEMES OF THE RUSSIAN AND ENGLISH LANGUAGES

The article examines the national peculiarities of the semanthemes of the most frequent comparable Russian and English substantive lexemes on four aspects: the aspect of the development of lexical polysemy, the aspect of the development of lexico-grammatical polysemy, the aspect of the sememic representation of the semanteme and the aspect of the communicative relevance of sememes. The level of national peculiarity is determined according to the average integral index for the four aspects under consideration.

Key words: comparable lexemes, polysemy, semantheme, national peculiarity aspect analysis.

The article examines national peculiarities of the semanthemes of the most frequent comparable substantive lexemes, which include not only the same but also endemic sememes, i.e., those present in the semantheme of only one of the comparable lexemes of the languages under consideration. These lexemes are included in the list of one hundred most frequent substantive lexemes according to the *Frequency Dictionary* of S.A. Sharov and the *Frequency List* of the *British National Corpus*.

The study revealed 38 pairs of the most frequent substantive lexemes of the Russian and English languages, which have equivalent sememes D1: *время – time*, *год – year*, *путь – way*, *мужчина – man*, *день – day*, *ребенок – child*, *жизнь – life*, *женщина – woman*, *система – system*, *часть – part*, *дом – house*, *место – place*, *рука – hand*, *школа – school*, *страна – country*, *неделя – week*, *слово – word*, *месяц – month*, *ночь – night*, *глаз – eye*, *вопрос – question*, *деньги – money*, *книга – book*, *вода – water*, *комната – room*, *имя – name*, *лицо – face*, *друг – friend*, *власть – authority*, *дорога – road*, *час – hour, дверь – door, война – war, мать – mother, человек – person, город – city, минута – minute, мама – mother*.

The study of comparable lexemes was carried out on four aspects: the aspect of development of lexical polysemy, the aspect of development of lexico-grammatical polysemy, the aspect of sememic representation of the semantheme and the aspect of communicative relevance of sememes [2, p. 16]. The study was conducted using formalized parameters and scales developed within the framework of the comparative parametric method [5].

The study of the ***aspect of development of lexical polysemy*** showed the absence of national-specific differences in two pairs of comparable lexemes: *год – year, система – system*. **Noticeable** national-specific differences were found in eight pairs of comparable lexemes: *путь – way, день – day, неделя – week, ребенок – child, час – hour, жизнь – life, деньги – money, власть – authority*. **Vivid** national-specific differences characterize 22 pairs of comparable lexemes: *женщина – woman, друг – friend, слово – word, город – city, рука – hand, война – war, школа – school, часть – part, страна – country, имя – name, место – place, мать – mother, мужчина – man, дорога – road, время – time, вода – water, месяц – month, лицо – face, комната – room, глаз – eye, вопрос – question, книга – book.* **Significant** national-specific differences were noticed in five pairs of lexemes: *человек – person, дом – house, минута – minute, дверь – door and мать – mother*. **Essential** national-specific differences were revealed in a pair of comparable lexemes *ночь – night*.

As for ***the aspect of development of lexico-grammatical polysemy***, there are no national-specific differences in four pairs of comparable lexemes: *год – year, путь – way, час – hour, человек – person.* **Vivid** national-specific differences were revealed in five pairs of comparable lexemes: *система – system, неделя – week, мать – mother, день – day and дверь – door*. **Significant** national-specific differences were found out in 14 pairs of comparable lexemes: *вопрос – question, минута – minute, деньги – money, месяц – month, страна – country, власть – authority, город – city, имя – name, ребенок – child, женщина – woman, друг – friend, война – war, жизнь – life, глаз – eye.* **Essential** national-specific differences were found in 15 pairs of comparable lexemes: *слово – word, вода – water, место – place, время – time, человек – man, мать – mother, книга – book, комната – room, лицо – face, дом – house, рука – hand, школа – school, часть – part, ночь – night, дорога – road.*

The study of ***the aspect of sememic representation of semanthemes*** showed that there are no national-specific differences in five pairs of comparable lexemes: *жизнь – life, слово – word, месяц – month, вода – water and дверь – door.* **Vivid** national-specific differences were revealed in 15 pairs of comparable lexemes: *школа – school, город – city, вопрос – question, власть – authority, человек – person, система – system, мать – mother, путь – way, дорога – road, час – hour, место – place, война – war, год – year, неделя – week, имя – name.* A **significant** degree of development of national peculiarity was revealed in 13 pairs of comparable lexemes: *часть – part, женщина – woman, друг – friend, лицо – face, деньги – money, глаз – eye, комната – room, минута – minute, книга – book, день – day, человек – man, ребенок – child, дом – house.* **Essential** national-specific differences characterize five pairs of comparable lexemes: *время – time, рука – hand, страна – country, ночь – night, мать – mother.*

According to the conducted study, **noticeable** national-specific differences in ***the aspect of communicative relevance*** characterize 11 pairs of comparable lexemes: *лицо – face, время – time, мать – mother, система – system, власть – authority, жизнь – life, рука – hand, война – war, мать – mother, деньги – money, час – hour.* **Vivid** national-specific differences were noticed in six pairs of comparable lexemes: *день – day, вода – water, путь – way, страна – country, дорога – road and месяц – month.* **Significant** national-specific differences were found out in 11 pairs of comparable lexemes: *год – year, мужчина – man, ребенок – child, минута – minute, имя – name, книга – book, неделя – week, слово – word, вопрос – question, место – place and человек – person.* **Essential** national-specific differences characterize eight pairs of comparable lexemes: *школа – school, дом – house, часть – part, женщина – woman, друг – friend, ночь – night, комната – room and глаз – eye.*

On the whole, on the basis of *the average integral index* of the four considered aspects we qualified the degree of development of national peculiarity of one pair of comparable lexemes *час* – *hour* as **slightly expressed**. **Moderately expressed** national specificity is peculiar for the semanthemes of five pairs of comparable lexemes: *система – system, путь – way, год – year, жизнь – life, власть – authority*. **Highly-expressed** national specificity is characteristic of 12 pairs of comparable lexemes: *день – day, война – war, месяц – month, человек – person, деньги – money, неделя – week, вода – water, город – city, слово – word, мать – mother, дверь – door, вопрос* - *question.* **Hyper-expressed** national specificity was detected in 16 pairs of comparable lexemes: *лицо – face, имя – name, ребенок – child, рука – hand, время – time, дорога – road, страна – country, место – place, минута – minute, школа – school, мужчина – man, женщина – woman, друг – friend, мать – mother, книга – book, часть – part*. **Super-hyper-expressed** national specificity was revealed in four pairs of comparable lexemes: *глаз – eye, комната – room, дом – house, ночь – night.*

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NEEDS ANALYSIS FOR DESIGNING THE PRESENTATION SKILLS ENGLISH COURSE FOR HIGH SCHOOL STUDENTS

High-school students are often required to give oral presentations in the curriculum. The paper aims at determining the effectiveness of a needs analysis to design a syllabus for the presentation skills English course for teenagers. The author has conducted needs analysis procedures to identify the learning needs and linguistic gaps of the students at the private language school. The data on the needs were collected by giving questionnaires to the students. To obtain in-depth information on the needs, a semi-structured interview was also used. The results of this study may have implications for an effective design of short professionally oriented English courses for teenagers.

Key words: needs analysis, presentation skills, syllabus design.

Oral presentation competence is an essential component of communication competence [4]. This ability to communicate serves as a requirement for effective performance in varying contexts, including giving presentations at school and participating in out-of-classroom contests. For high school students, such competence also becomes the basis of essential skills across disciplines within the future academic and professional fields.

However, oral presentation competence doesn't improve spontaneously through the existing general English course curriculum. For all this, there is a dire need to carry out a needs analysis to consider learners' needs and preferences in designing a future presentation skills English course for high-school students.

Assessment of needs from the individual student's perspective is a significant part of any educational program design and it can benefit both teachers and students alike. Needs analysis as a practical classroom procedure developed as part of the communicative learner-centred approach in language teaching [5].

An important question concerning needs analysis is how the notion of "need" is to be conceptualized. Hutchinson and Waters [3, p. 54–55] define needs as "the ability to comprehend and/or produce the linguistic features of the target situation". They make a distinction between target needs and learning needs. The target needs further subdivide into three individual parts: necessities, lacks and wants.

Berwick [1, p. 55] also conducts an attempt to classify needs and discusses felt needs and perceived needs. The distinction here is made between a personal, inside perspective and a more objective, outside view of the learner and their specific context for learning.

A more complete view of what can be considered as "needs" is given by Brown [2, p. 102], who takes into account the range of quantitative and qualitative types of sources of both objective and subjective kinds from which information can be gathered as well as the number of stakeholders for whom that analysis will be relevant (teachers, administrators, employers, institutions etc.).

However, many teenagers may not have a clearly defined purpose for learning English. The advantages of knowing English in the future may not be obvious to them at this point in their lives. Therefore, a different approach to the needs analysis of high-school students is required. Richards [7, p. 82] suggests gathering information on three issues:

- learning needs (learning styles, motivations to learn, preferences and types of intelligences they use when learning);
- language needs (skills they wanted to improve);
- social needs (background features, gender, culture, personality and interests).

Our study of needs analysis is developed from the single proposed research question: What are the students' needs and the other stakeholders' expectations of the presentation skills course syllabus implemented in the private language school at an upper-intermediate level (B2) for high-school students?

There were 13 participants purposively chosen in this study. They consisted of 12 students who take general English course in the language school and 1 teacher.

To make the needs analysis results more valid, collecting information from three or more sources is advisable [7, p. 86]. The data on the needs were collected through questionnaires, interviews and task analysis. The questionnaires, which are one of the most common instruments used in needs analysis, contained questions divided into five main sections i.e., Background Information, Motivation, Learning Strategies, Challenges and Attitudes. Semi-structured interviews were used for cross-checking the data derived from the questionnaires about the students' language skills and topics of interest. Task analysis refers to the analysis of learners' short oral presentations in English on a given topic.

Hence, the three types of instruments provided the perceptions and expectations of the students and the teacher about the needs that should be considered in the design of the syllabus.

First, participants were informed about what the research objectives were, how to answer the questionnaire and how much time was available to them. Then the questionnaires were distributed among them, and the researcher was present during the administration to explain any probable questions.

To recognize their learning abilities, the students were asked to rate their skills (speaking, listening, reading and writing) as well as vocabulary, pronunciation, and grammar by choosing one of four possible options that suited their current proficiency level.

To identify the learning priorities, the respondents were required to rate the importance level of situations they may use their speaking skills in (introducing oneself, talking about studies, answering questions, giving presentations, persuading someone, etc.)

All major skills such as speaking, listening, writing and reading are covered in the B2 level English course. Among them, speaking skill is the most preferred skill for the learners. As Richards states, the mastery of speaking skills in English is a priority for many second-language learners. They frequently evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency [6, p. 19].

Reflecting the importance of speaking skills in general, for many students, oral presentation competence is also considered very important to be taught in the language classroom. This fact is proven by the data given by the respondents of this study. 7 out of 12 students selected "very important" to describe the significance of such sub-skills as informing, persuading the audience, answering emerging questions and self-expressing.

The other needs analysis tool used in the study was the interview. Thus, the researcher performed a semi-structured interview to understand more about the teenagers' motivational reasons for studying English. During the interviews, the participants were asked to explain why they attend extra curriculum English course in the private language school as well as their attitude towards the short English courses on particular aspects. The teacher was interviewed to justify the results of students' learning abilities and challenges identified at the previous step.

According to the results of the interview, it seems that the respondents realized the necessity of an oral presentation course for two reasons. First, the students reckon that suggested topics and instructional materials provide stimuli for extra speaking practice. Second, acquired skills in content organization, timing and body language can be used when delivering presentations outside the language classroom.

The task analysis tool was used as the basis for assessment of students' lacks in both linguistic and product issues:

- using appropriate language;
- expressing ideas evidently;
- speaking clearly and at the right volume;
- maintaining eye-contact;
- being fluent;
- actively engaging the audience;
- using repetitions, pauses and variations in voice;
- having a smooth ending, etc.

Our results highlighted that the students' proficiency in the general speaking components reached fair and good grades. At the same time, the students' proficiency in oral presentation sub-skills was poor and fair. The results suggested that the students' proficiency level in oral presentation competence needs improvement since the poor and the fair indicated a low degree or unsatisfactory situation. According to the students, learning grammar and vocabulary patterns was an obstacle to fluency in delivering presentations. Indeed, structuring presentation content using linguistic tools has less attention in general English courses. This could serve as a good input for the educators and the materials developers in order to give more priority to specific vocabulary and grammar than general lexis in a short oral presentation course.

Conclusively, this article describes a framework for necessary steps of needs analysis which has been used for developing English teaching materials for short oral presentation skills course for high-school students. We believe that the framework can be used as a guideline by designers or English teachers for developing the teaching materials for other courses.

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CONTINUITY IN THE CONTEMPORARY VOCATIONAL PEDAGOGICAL EDUCATION SYSTEM

Contemporary challenges determined by the vector of educational system development have focused on the idea of continuity in the vocational pedagogical education system. Vocational pedagogical education and self-education become a key factor in maintaining the qualifications, competence and, as a result, competitiveness. The objective of the study is to analyze the methodological foundations of the vocational pedagogical education system. The research methods comprise theoretical analysis of philosophical, psychological, methodological and pedagogical literature, general scientific and empirical methods, etc. Theoretical results are the following: the vocational pedagogical education system requires modernization and the development of an efficient assessment system based on continuity factors.

Key words: continuity, vocational pedagogical education system, approach, modernization.

The current geopolitical situation requires modernization of the pedagogical education system and assessment of its effectiveness.

Modernization of vocational pedagogical education is connected with the transformations of the education system in general. External and internal factors have been influencing on the pedagogical education. External factors are the policies of states targeting the education system; the needs of the society and individuals, as well as the objectives of education. Internal factors deal with the determinism of the educational system towards integrity, the interrelation of functions and principles of its development and management, etc. [5].

Modernization of a nationally oriented system of lifelong pedagogical education, based on the advancement of the interests and needs of the Russian Federation should be based on the logics of pragmatism. Accordingly, it is equally necessary to exclude dogmatization and blind copying of any foreign models, as well as their politicized demagogic denial. The key focus of vocational pedagogical education is the quality of pedagogical stuff training to implement national aims and objectives.

Official document analysis has revealed the following main trends of vocational pedagogical education modernization:

– to define the directions, aims and objectives of the vocational pedagogical education development in compliance with the documents of the state strategic planning, taking into account the current and future demands of the economy and the labor market needs;

– to ensure the interrelation of the vocational pedagogical education development, including the territorial structure of educational institutions, with the peculiarities and needs of the regions in the Russian Federation, the goal-setting of their socio-economic development;

– to determine the required measures to improve and enhance the practical focus of vocational pedagogical education;

– to state the principles of the vocational pedagogical education development [The concept of teacher training for the education system for the period up to 2030].

Development of the strategy of the vocational pedagogical education modernization requires continuity, evolutionary and progressive changes; predictability of decisions and the ability to adapt to changing conditions [6].

The methodological basis of studying continuity includes various approaches, including antagonistic to each other.

Philosophical approaches. Continuity is a fundamental law. Continuity is an objective historical process of people's social relationships determined by social and historical conditions. As a result, selections, preservation, transfer of certain previous experience such as forms of communication, values, culture are carried out from one generation to another to secure further development.

Sociological approaches. Continuity is considered as a complex structured process that includes the content, subjects and mechanisms of social experience transition.

Psychological and pedagogical approaches. Scientists emphasize continuity of the individual life path, the stages of personal development;

development as self-movement; the driving forces of development in the process of educational activity; the uniqueness of the integral structure of the personality and age-related development trends.

Theoretical analysis has revealed that continuity is considered as a methodological principle – a general pattern of the educational process; a universal principle – as functioning of the education system; the principle of developmental learning; didactic principle – reflecting the content, methods of teaching in pedagogics [3].

Continuity in education and continuity in professional training are distinguished.

Continuity in education is a continuous connection between various stages in the historical development of educational theory and practice, based on consistent enrichment of common traditions and more private positive experiences, on their constant qualitative updating, according to the changes taking place in the life of society and the new content of educational needs.

Continuity in learning is the connection and relationship between the parts of an educational subject at different stages of study; the concept of continuity also characterizes the requirements to knowledge, skills and abilities of students at each stage of education; forms, methods and techniques of explaining new material.

On the basis on the three-component integrity of the pedagogical system developed by A. V. Batarshev, it has been concluded that continuity in the vocational pedagogical education system consists in the formation of personality, continuity in the content of teaching, continuity in methods, forms, and means of teaching [2, p. 9].

Thus, the analysis of the levels of methodological foundations of vocational pedagogical education has allowed us to determine the following approaches to the system of continuity in vocational pedagogical education development:

– systematic approach consists in considering vocational pedagogical education as an integral system of connected components;

– personal-activity approach determines the development of the comprehensive personality of a teacher;

– integrative approach implies subordination of the aims of vocational pedagogical education; development of organizational and pedagogical foundations of vocational pedagogical education; the procedural aspect of a teacher's professional activity;

– differentiated approach involves differentiation of the content and orientation of teachers' professional training;

– socio-psychological approach reveals the understanding of vocational pedagogical education as a social phenomenon, to determine the stages and ways of its modernization;

– culturological approach actualizes the components of culture-building and socio-psychological support;

– integrated approach allows to correlate the internal plan of activity, external activity and educational space.

Analyses of contemporary approaches to quality control of the system of continuity in vocational pedagogical education have revealed the following:

1. Competence-activity approach. The fact that competence is an integration of knowledge, skills and experience, makes this approach one of the basic ones in designing an assessment system. The competencies defined by the Federal State Educational Standard act as a benchmark. It is necessary to compare the obtained results at all stages of the continuity in vocational pedagogical education with these Standards.

2. Tiered approach. The implementation of this approach is due to the stages of education in the vocational pedagogical education system. The professional training of a teacher is variable. The generalized model includes: the system of general education (pedagogical class) – the system of secondary vocational education – the system of higher vocational education (university: bachelor’s, master’s, postgraduate) – the system of additional vocational education. Thus, the system of assessing continuity in the vocational pedagogical education system also has a level character, which manifests itself not only in its technological component, but also in determining the assessed basic characteristics.

3. System-variable approach. On the one hand it allows to ensure the order and structure of the assessment process, on the other

hand it provides the possibility to use the suggested option taking into account the changing educational situation [1, p. 176].

In conclusion, continuity in modernization of educational programs on different stages of teaching staff training, manifested in the content of their effective component and a unified assessment system ensure the continuity and consistency of the process of developing the qualities necessary for effective activity in the field of education in the future teacher. It allows building an individual professional educational route based on the considered approaches to the development of the component of educational programs implemented in the system of continuity in vocational pedagogical education, the basic guidelines and components of the quality assessment system of continuity.

It should be noted that presently the modernization of vocational pedagogical education is the subject of further reflection.

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USING VIDEO FOR STUDENTS OF TECHNICAL UNIVERSITY

The creation and use of ICT technologies in the modern educational process is the key to the successful involvement of students in the study of a foreign language. The article presents personal experience of creating educational videos and their application in a foreign language course and in extracurricular activities for students at technical university. In addition, tools and services for organizing and conducting interesting modern activities are considered. The various ways in which video is used provide unique opportunities for teachers and students.

Key words: foreign language teaching, video materials, training videos, adapted resources, video technique.

Nowadays the use of video resources is becoming a very popular and effective technique in teaching English to students. During their classes, teachers can present various video materials: cartoons, feature films, and documentaries, interview, fragments of news and TV shows, weather forecasts and commercials [1, p. 294]. But when it comes to teaching complete beginners teachers face some problems with choosing the most appropriate adopted video material. Although many modern teaching courses contain video material, in most cases a teacher has to spend precious time selecting the material that will meet the objectives of the lesson, especially at the elementary level.

This paper is devoted to educational and methodical teachware for students of technical university. There are no video materials designed for this course. So, we decided to create some training videos. At first, our aim was to record some videos that would help students to master reading rules. This idea appeared as a way to organize the independent work of students.

While working on the first videos we understood that it would be very useful to review the material taught during the lesson. This way we created a number of videos that can be used in both offline and online lessons, during distant learning and blended learning and as home tasks and, moreover, for revision before tests.

All the videos can be divided according to their main aims:

1. Videos to improve reading. They contain two types of videos: a) phonemic reading of 3–4 letters in one episode and b) reading words by one type of reading, for example words with short “e” or with a blend “sh”. These words are taken from the course book and they are given as a picture and a voiced word. After the presentation of the words with one and the same rule of reading students are supposed to do some interactive exercises just while watching the video. The tasks are: 1) listen, repeat and remember the words; 2) listen to the word and choose the right picture; 3) read the three words and choose the one that matches the given picture; and 4) test yourself. Students are supposed to answer the question: “What is it?” We also created some more videos that can be used as an additional training exercise with the same rule but with additional words, not from the coursebook.

2. Videos to develop vocabulary skills. They are aimed at presenting new vocabulary and controlled practice. There are videos

on such topics as “Colous”, “Numbers”, “Fruit” etc. and some functional phrases “Nice to meet you.”, “What’s your name?”, “Where are you from?”, “How old are you?” etc. At the end of each video students are asked to answer some questions to use new words in their own speech.

3. Videos to develop grammar skills. The main feature of grammar presentations is that they do not have Russian explanations. At first a lot of examples are given. The grammar structures are highlighted, and learners are supposed to identify the pattern and draw a conclusion what this structure is used for. After the examples there is a scheme of all forms in order to check if the understanding is right. Again, at the end there are some training interactive exercises – to complete the sentence and answer or ask questions.

4. Videos to develop conversational skills in a dialogue. We use dialogues to present some phrases or grammar. Students listen to the dialogues and pay special attention to the highlighted phrase. Then they are asked to read the dialogues in roles. In addition, they can be asked to read one role while it is shadowed. At the end they roleplay the dialogue.

5. Videos for motivation. To make the process more engaging and motivating we created some videos with songs. They can be used to learn or practice the target language in an inspiring and enjoyable way. Songs are a powerful means of teaching English and we can use songs as a classroom activity to enrich our students’ vocabulary, to improve their grammar and accents.

6. Video books. These videos were created to give an opportunity to read super simple books for the very beginners. They can listen to it or read it. We read these books together at the lessons, students finish the incomplete lines, thus they activate new vocabulary and grammar structures.

7. Videos for different projects. During the academic year students are given different assignments, for example to make different projects:

– to shoot a video about what you can see around you;
– to shoot a video about what you like;
– to shoot a video about what you can do;

– to shoot a video “my room tour”;

– to shoot a video “the ABC is around”, etc.

All these videos are edited and shown at the lessons. Students like to see their friends in informal situations which raise their motivation.

All the videos created in the past three years are uploaded to YouTube for general use. According to YouTube statistics, there are about six thousand subscribers now and the average rate of views is approximately from one to two thousand every day. That gives us the right to say that these videos are used on a regular basis in our country and abroad.

There is no doubt that using educational videos opens great possibilities for teaching and learning foreign languages. However, we should keep in mind a significant role of teachers. Teachers should encourage their learners to watch videos actively by using different supplementary materials, such as worksheets prepared in advance or interesting communicative tasks. Learners should participate in the activities – they can set up some projects in the target language by recording their own activities such as speaking, interviewing, reporting etc. Shortly, the role of the learner is not to be a passive viewer but an active member in the triangle “the teacher – the learner – the video”.

In conclusion, it should always be remembered that no videos can replace a teacher. A video is just a useful aid for language teaching, but a teacher is a person who enables learners to comprehend what they watch and hear by using various communicative techniques. A teacher is an organizer, assessor and prompter, as well as a facilitator and participant.

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DISCOURSE MODELS OF CONTRAST IN POLITICAL DISCOURSE

The article is devoted to the issue of contrast in political discourse. The author defines contrast as a stylistic phenomenon which shapes different discourse models in the text. Each model has its own stylistic characteristics which the author of the text specifies according to the context. The author comes to the conclusion that models of contrast are used as tool of highlighting the author's ideas in the text.

Key words: contrast, discourse models, micro context, macro context, opposition, political discourse.

Contrast is a complex phenomenon which we can find in different disciplines. This phenomenon initially comes from philosophy as a tool of rhetoric in speeches of ancient politicians because it is predicted on the idea of opposition or struggle of two opposite elements. In linguistic tradition contrast is defined as a composition and stylistic principle which shapes the text context. In this research we identify contrast as a stylistic phenomenon which represents dynamic opposition of two logical narrative plans in the text and puts forward meaningful information. Political discourse is often defined as an arena where two opposed political parties or politicians struggle for power. This struggle supposed the confrontation of different intentions, motivations, pre-requisites as well as characteristics. It is politics where we can see the differentiation into *we* and *they* [1, p. 15]. Thus, contrast is an integral part of political discourse which can mark the opposition.

Contrast can be represented with different words and stylistic devices in the political text which can shape the sense of a small text passage or the whole text. Stylistic potential of contrast creates the specific stylistic context of contrast which helps form semantic and structural organization of the text. The stylistic context of contrast can put forward the author's ideas in comparison with others what can be regarded as a persuasive function of the political text.

We outline two models of stylistic context of contrast in political discourse. The first model (M1) deals with the micro context in the text which has the borders of a phrase or the whole sentence. This text space is often enough to highlight the sharp author's idea in the text. Contrast in M1 is mostly presented by antonyms as they can fully perform their potential within the scope of micro context borders. We stress two functions of antonyms in micro context:

1) statement actualisation;

2) enchantment of an image or situation by comparing two opposite characteristics.

There are two types of antonyms used in micro context: dictionary antonyms and context antonyms. Dictionary antonyms serve as explicit markers of contrast in the text to highlight the author's idea as well as to enhance the situation. Contrary to them, context antonyms are implicit, therefore they are used to persuade the audience implicitly in the author's opinion. In the micro context "But now the 77-year-old party grandee, former history professor and author of three books lionizing Trump, must contemplate a new chapter in which the *ultimate* **outsider** president makes way for Joe Biden, the *ultimate* **insider**", taken from The Guardian's article [2], we can find two dictionary antonyms **outsider – insider**, which respectively describe two prominent politicians at the time of 2020 presidential race. The usage of this dictionary antonyms reveals the author's attitude towards two candidates, which is explicit and subjective. So, the contrast, formed by dictionary antonyms, develop the images of two candidates: in case of D. Trump the author creates a negative image, and J. Biden, in contrast, has a positive one. Another vivid example of using antonyms as markers of contrast in micro context we can find in the article *The New Tribes* [3, p. 17], devoted to Brexit process. In the sentence "Whatever the outcome, Britain is now a land of **Remainers** and **Leavers**" there are context antonyms remainers – leavers. These two lexemes have no semantic base for being antonyms, but context as well as real political situation add the necessity base for their opposition in this micro context. Nevertheless, the antonyms are implicit, and the borders of micro context are sufficient for actualization of the author's idea of the British society division upon the Brexit situation. So, the usage of implicit antonyms in this example shows the characteristics of Brexit as well as the British society.

The second discourse model of contrast (M2) is formed by macro context with the wider borders of text passages (several sentences or the whole paragraph). Wider borders are necessary when contrast couldn't be interpreted with inner circle text space. In M2 contrast as well can be represented by antonyms (both dictionary and context), but these markers are often on a distance from each other. This could be explained as the author's intention to hide the authentic sense of the assessment from the audience, which is evidence of manipulation in the text. In the example "Yes, but this isn't the reality the U.S. has to accept. The U.S. military has *more than enough* force to dictate *better terms to the Taliban*, **but the other reality** is that Mr. Biden is too risk-averse to do it. Instead, the U.S. *evacuates on the Taliban's terms*", taken from the Washington Post [the Washington Post, 2021], we can find M2, as here is necessary to use macro context to explain the author's position upon the events in Afghanistan. Contrast is represented by two context oppositions explaining the events in Afghanistan (US should dictate <u>terms to Taliban</u>: U.S. evacuates in the <u>Taliban's terms</u>), which grammatically oppose two situations: unreal and desired vs. real and undesired. What is more, the author uses a phrase "but the other reality is" as a contrast discourse marker which can highlight the author's assessment of US president J. Biden (the author criticizes the Biden's actions).

To summarize all above mentioned, contrast is intrinsic for political discourse due to its nature of comparing and opposing different events. We outlined two discourse models of contrast functioning which borders were defined by micro context and macro context. These two models have the specific characteristics which work for implementation of author's idea as well as development of the image and situation in the text.

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ADULTS' ASSESSMENT AT BUSINESS ENGLISH CLASSES AS A WAY OF IMPROVING THEIR MOTIVATION

We all perfectly know how to assess pupils but when it comes to adults, we can see that regular assessment schemes rarely work. Adults are pragmatic and want to see the mark in connection with invested time and money. That is why grading that comes from HR sphere can perfectly match adults' needs.

Key words: assessment, adults, skipping classes, gamification.

Assessment at the English lesson is an important part of overseeing and controlling students' progress. We understand assessment in several aspects: assessing some precise tasks and activities, creating tests as a way of controlling some grammatical or lexical themes. We can also give general assessment for the lesson (I consider it is not a sufficient way when working with adults). In this article, I would like to talk about assessment as a way of motivation of adult students.

When it comes to adult assessment at the English lessons, we face with several difficulties. The first one is that every single adult has a good level of self-assessment and learners' expertise. Therefore, providing a bad mark at the lesson, we just give status of knowledge but without any further affections. The second difficulty is that an adult student might disagree with the assessment level or consider it insufficient or unfair. In this case, the student will hardly consider a bad mark. The third difficulty is that adult students have a high level of home and work obligations, household chores and family activities so they do not have plenty of time for studying after classes as well as for doing their home assignment. In this case, a bad mark will not motivate them for harder work – they have reasonable excuses and they will hardly change their life style for the sake of saving time to do their homework.

At the same time, giving a good mark for the lesson may also alert adult learners as they might consider that the teacher tries to earn a positive mood, good attitude and nice environment at the lesson. The reasonable question is how we should proceed in this case?

Based on my 14 years' experience of working with adult students I can advise implementing grading into the lessons. Grading is also about assessment but it is not connected with regular school grades. Grading is taken from HR sphere where employees get different salaries due to their work achievements, job roles and level of obligations. If we apply this idea to the English lesson, we can get a very useful outcome that perfectly works as a good and reasonable motivation.

Initially, grades are received for some specific types of work. For example, I rarely give grades for doing homework because my clients do their homework from time to time. My main idea is to get them involved into active work during the lesson – to give profound responds, to provide longer speeches, to support their conscious argumentation and strong desire to show their opinion. In this case grading works better with good class work rather than with homework.

Another feature that I pay attention to when giving assessment with grading is regular classes without skipping. This factor is vitally important and somehow connected with doing homework. That is another reason for not giving grades for homework: when homework is not done adults feel guilty and skip classes. At the same time, when they know that home assignment is not so important, they can come to the lesson and do their best.

How does the motivation work? Since we are talking about teaching adults, we can say that getting grades might be turned into nice bonuses, for example – the opportunity to change lesson time, the level of discount for some lessons, payment terms, getting some additional minutes for the prepaid lesson (just for students who work with me for a very long time) and so on. Adults are pragmatic and when they can see some reasonable bonuses they can really try playing this game.

How can we record these grades? In my case, I have only a study plan where I can make some notes about grades. This also helps us to see the progress in studying and serves as gamification.

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REVEALING OF NATIONAL PECULIARITIES OF SEMANTICS ON THE MATERIAL OF CONTRASTIVE STUDIES OF THE RUSSIAN AND ENGLISH LANGUAGES

The article deals with problems of contrastive linguistics, as one of the areas of comparative linguistics. On the lexemes material the mechanism of language contrastive description is presented, the goal of which is revealing the national peculiarities of linguistic mentality. The analysis is based on Russian and English lexemes.

Key words: contrastive linguistics, national peculiarities, seme description, lexical correspondences.

At present, according to various estimates, there are from 6 to 10 thousand languages in the world. The need for a close study of national peculiarities of semantics is of particular importance. The study and description of the national peculiarities of any language is primarily associated with the study of vocabulary and is based on the fact that the vocabulary simultaneously and constantly reflects the historical and social phenomena of society, the culture of the people. In modern society, the amount of scientifically significant information in different languages is increasing, the need for the exchange of information in foreign languages is growing, as well as the need for translations, language training, effective foreign language textbooks and dictionaries.

The growing interest in comparative studies is associated with various reasons, including the interest in studying the national peculiarities of semantics. The science of comparing languages arose in ancient times, as soon as people faced the need to communicate with speakers of other languages. The first researchers involved in the comparison of languages were compilers of translation dictionaries, who, guided by their practical knowledge, and compared the words of a foreign language in their native language. Certainly, there were no methods of comparing languages at that time.

The first linguistic direction that put comparison on a scientific basis was comparative-historical linguistics, which originated in Germany at the beginning of the XIX century and is associated with the names of F. Bopp and J. Grimm, as well as with the names of the Danish linguist R. Rask and Alexander Khristoforovich Vostokov in Russia. In the 60s of the XX century, contrastive linguistics developed from comparative linguistics, and became a separate linguistic direction. An important sphere of contrastive linguistics is the revealing and studying of the national peculiarities of the semantics of the word.

Speaking about the national peculiarities of semantics, I. A. Sternin points out that “the national peculiarity of the semantics of a lexical unit is its difference in the composition of semantic components from the meanings of words of another language that are similar in semantics, including cases of complete non-equivalence of meaning” [4, p. 99].

The national peculiarity of the semantics of a word is a real problem that both translators in the process of translation and teachers who teach a foreign language constantly face.

Comparing the facts of different languages, it is easy to see that often the lexical unit of one language does not find a dictionary correspondence in another. The theory and practice of translation, as well as the methodology of teaching foreign languages, knows many examples where a concept expressed in one language has no name in another language.

The national peculiarity of the meaning of a lexeme of any language is determined only by comparison with another language.

For example, in Russian the word *sandwich* (*buterbrod*) is “a slice of bread or bun with butter, cheese, sausage, etc.” has a national peculiarity of semantics in relation to the English language, since its correspondence is a word that is semantically different from Russian: *sandwich* – “two pieces of bread, spread with butter or marmalade, with filling in the middle”. So, comparing the meanings of the words *buterbrod* and *sandwich,* we describe as the national peculiarity of the semantics of the Russian word the presence of the differential seme “one piece of bread”, and the English one – “two pieces of bread with filling in the middle”.

Let us give one more example: in Russian the word *бунгало (bungalo)* is “a light suburban residential building in tropical countries” has a national peculiarity of semantics relative to the English language, where its correspondence is the word *bungalow*, which is semantically different from Russian: “a house that has one level without stairs”. Thus, when comparing the meanings of the words *бунгало* and *bungalow,* we note, as a national peculiarity of the semantics of the Russian word, the presence of the differential seme “light country building”, and the presence of the seme “house with one level” in the English word.

At the level of macrocomponents of meaning, it is possible to identify the denotational, connotational and functional peculiarities of the meaning of a word.

The denotational peculiarity of meaning deals with the non-coincidence of denotational semes. Connotational peculiarity is the emotional and evaluative content of the word and reflects the possibility of different emotional and evaluative attitudes towards one denotation in the conditions of different national cultures. Functional peculiarity reflects the differences between the units of two languages, associated with the historical place of units in the systems of their languages and can deal with the non-coincidence of lexical and grammatical features of words, of functional semes [4, p. 100].

The national peculiarity of the word is also associated with the symbolic use of individual lexical units in different languages, which depends on cultural traditions, superstitions, rituals and their role in the life of a given people. Often in different languages, people with certain qualities are called the symbolic meaning of the names of animals, birds, plants. For example, for Americans, the word *turkey* means a useless or stupid person, and for Russians, the name *turkey* is associated with such properties of human nature as pomposity and stupidity. For the English, the word *fox* means sexual attractiveness, and for Russians, the name of a fox is associated with cunning and resourcefulness. The British call *a quarrelsome woman* the word *cat*, while among Russians *a cat* symbolizes affection and home comfort, the word *cow* in English means *an unpleasant person*, and among Russians – a *clumsy, clumsy woman*. Such words are vivid examples of the national peculiarities of the semantics of languages.

The national peculiarity of the semantics of lexical units can be shown not only in the differences between the compared units of two languages, but also in the absence in one of the languages of a word that exists in another language. In the absence of a lexical unit in one of the languages, it is said that there is a lacuna in this language, and in the language of comparison, this word is non-equivalent. For example, in Russian there is a lacuna "grandmother and grandfather of one child taken together" (*grandparents*), "the amount of money given for an old thing and included in the purchase of a new one" (*trade-in allowance*), "the tradition of drinking tea at five o'clock" (*five-o'clock tea*), English words act as non-equivalent English units relatively to Russian ones. Non-equivalence is a supreme revealing of the national peculiarity of the word semantics. It most clearly reflects the national features of the language, however, its share in the vocabulary of the language is small: in Russian, according to E. M. Vereshchagin and V. G. Kostomarov [5, p. 51), this is only 6—7%.

Nowadays, many linguists believe that comparison is the main (perhaps even the only) method of language learning [1].

V. G. Gak formulates the tasks of the contrastive study of languages as follows: "it allows you to better determine the peculiarities of each of the compared languages, which may escape from the researcher' attention with only "internal" learning of the language".

When analyzing the national peculiarities of lexemes in Russian and English languages, we compared denotational, connotational and functional semes.

As an example, we will give a seme description of the Russian and English lexeme *ответ – answer*, which can be called *full correspondence* [2].

ОТВЕТ – message; oral or written; caused by a question or appeal; for the purpose of providing explanation or information;

non-estimated; non-emotional;

interstyle; nationwide; modern; common; highly used

Compare*: ANSWER* - message; oral or written; caused by a question or appeal; for the purpose of providing explanation or information;

non-estimated; non-emotional;

interstyle; nationwide; modern; common; highly used

Thus, in the course of a contrastive study in the process of paired seme analysis of lexical units, the national peculiarity of semantics can be established.

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ESP TEACHING TO LAW STUDENTS

The subject of the paper is to overview the main difficulties that arise while teaching English for Special Purposes to law students of non-linguistic Universities. It touches upon the key problems that law students face while translating special texts and studying legal terminology. The role of the teacher in the process of reading and translating legal texts is determined.

Key words: terms, translation, legal terminology, word combinations, professional competence, polysemy, concept.

Formation and the development of the professional competence of a future lawyer are impossible without the acquisition of the thesaurus of the specialty. As Alekseev points out high level of the professionalism of any lawyer determines "first of all the mastery of the original legal conceptual apparatus, legal vocabulary and legal formulas that are part of "flesh and blood" of a professional lawyer and which, among other things, serve as a necessary step to the understanding of the logic of law" [1, p. 159]. The terminology of law is a specific system that is predetermined by the usage of the word to denote the key elements of the rule of law as well as the development of generic relations with other terms. This system is characterized by both the tendency to unambiguous usage of terms and the absence of emotionally expressive words and stylistic synonyms.

Language is the main professional tool of lawyers, so the ability to use it determines their professional level. As Tarasova notes, it is particularly difficult to teach English to law students since knowledge of Russian law by our students is not a determining condition for successful mastery of the language of English law due to the difference of legal systems. Therefore, the process of teaching the language of English law must be started first of all with the study of the elementary foundations of the Anglo-Saxon legal system [4].

In the process of mastering the language of specialty a student faces two types of difficulties caused both by semantic and syntactic features of legal terminology.

Let us consider the semantic features of the terminological units of the subject area of "Law". Since many terms of English law have been reinterpreted in American law students encounter the phenomenon of polysemy [2]. For example, ***constable*** – a police officer of the lowest rank (BrE); an officer of the peace, having police and minor judicial functions, usually in a small town, rural district, etc. (AmE); ***Attorney General*** – the senior law officer and chief legal counsel of the Crown: a member of the government and of the House of Commons (BrE); the chief law officer and legal adviser to the Administration: head of the Department of Justice and member of the cabinet (AmE). In this case, the task of the teacher is to correct possible errors by explaining what legal system the term presented in the text refers to.

The polysemy of lexical units within one term system of Law leads to incorrect translation of the units of special nomination. So, the term ***custody*** has different meaning depending on the context: ***sole custody*** – custody, as of a child whose parents are separated, in which one person has sole responsibility; ***in custody*** – someone has been arrested and is being kept in prison until he can be tried in a court; ***custody of juries*** – isolation of juries; ***protective custody*** – a safe place under police watch. Similar phenomenon can be observed on the example of the term ***abandon***: ***abandon a claim*** – drop a case; ***abandon a child*** – leave a child; ***abandon rights*** – disclaim rights. In order to make an adequate translation of this kind of units a student must be able to determine which sub-branch of Law the translated term belongs to: Administrative, Criminal, Civil, Family or Procedural.

Students also have difficulties with the correlation of concepts of different legal systems (for example, British and Russian ones). Russian term *lawyer* corresponds to such British equivalents as *barrister*, *solicitor* and *council*. ***Solicitor*** – a British lawyer who advises clients, represents them in the lower courts, and prepares cases for barristers to try in higher courts; ***barrister*** – a counsel admitted to plead at the bar and undertake the public trial of causes in an English superior court; ***counsel*** – (1) a lawyer engaged in the trial or management of a case in court; (2) a lawyer appointed to advise and represent in legal matters an individual client or a corporate and especially a public body. The main task of the teacher in such a situation is to clarify functional differences in the work of the representatives of these occupations. Students face difficulties when translating such terms as ***misdemeanor*** (a crime less serious than a felony) and ***felony*** (a grave crime (such as murder or rape) declared to be a felony by the common law or by statute regardless of the punishment actually imposed). Therefore, it is necessary to reveal to the students the whole paradigm of the relations between crimes introducing additionally generic (crime, treason) and superordinate concepts (treachery, blackmail, riot, conspiracy, malicious damage, barratry, etc.). Thus, the main objective of the teacher in the course of teaching the language of the specialty is to systematize the phenomena of polysemy. These phenomena arise due to the existence of nationally marked linguistic and legal signs that formalize the unique concepts of the legal culture of a separate state.

It should be pointed out that when working with educational texts, students face difficulties in translating the terms that reflect the specificity of the structure of the legislative authority, its functions and the nomenclature of officials. For example, *Senate, Senate Committee, congressional inquiry, House (House of Representatives), House investigation, House bill, House hearing, House calendar, etc*). To avoid this complication, it is important to select authentic texts containing basic concepts of the legal system under study. First of all, it is necessary to explain the peculiarities of the national legal system and the interaction of legal institutions within this system.

At the syntactic level law students have difficulties with binomial constructions in the language of specialty, that is, nominative phrases the components of that are connected by a synonymous or antonymic connection. For example, *act or omission, acquittal or conviction, evidence or testimony, authority or person, law and equity, laws and conventions, laws and regulations, loss or damage.* Semantically such constructions are connected by the conjunctions *and* or *or*. When studying such constructions, a student should realize that none of the elements is superfluous and it is impossible to do without it. So, it is impossible to shorten or simplify the entire sentence since the constructions are based upon specific legal realities and procedures. These nomination units are clichéd constructions or stock phrases formed from legal terms based on a conjunctive connection. The usage of such expressions in the legal text is determined by the desire for legal accuracy and certainty.

At the same time students face difficulties while translating multi-compound terminological phrases that are a significant feature of Anglo-Saxon legal system. For example, *capital murder indictment, capital murder trial, criminal justice system, false claims act, federal grand jury, federal trial procedure, grand larceny case, illegal arms shipment, cost plus fixed fee, forcible assertion of private right, Central Criminal Court Cases, Federal Rules of Criminal*

Procedure, Federal Rules of Appellate Procedure. When translating the sentences containing such terminological units, it is hard to isolate them from the structure of the entire sentence. As a result, a student makes an incorrect translation of the term-phrase. It should be noted that the considered units of special nomination are difficult not only for visual perception but also for understanding. Nevertheless, they cannot be simplified since they are used to denote complex concepts. Such terms are concise definitions that bring the concept under a more general one. At the same time, they indicate its defining feature.

Based on the abovesaid, the main task of the teacher is to introduce such a necessary minimum of legal vocabulary that will help future specialists to understand and operate with legal terms in possible professional situations. The specificity of the terms determines the importance of their precise application that lies not in the use of words but in the systematic functioning of such a phenomenon as law. Incorrect and inadequate introduction of extraneous elements (terms) without taking into account national legal specifics violates the consistency.

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INCLUSION IN RUSSIAN SCHOOLS: EXPLORING TEACHERS' PERSPECTIVES

This research article highlights the results of the survey conducted among 237 teachers of foreign languages working in different contexts in Russia. The purpose of the survey was to study how aware teachers are of different disabilities, whether they have learners with special educational needs (SEN), what approaches, techniques and tools are used by them in the classroom to present the new material as well as whether they use any alternative forms of assessment. The results emphasize the importance of obtaining professional education by teachers of foreign languages in Russia, which will enable them to better teach learners with SEN.

Keywords: inclusion, inclusive education, learners with SEN, teacher training.

The aim of this article is to present the results of a survey obtained during a study of teaching foreign languages to learners with SEN in Russian schools.

Methodology

Within the framework of my research project, I developed and conducted in 2021 a questionnaire-based survey of teachers (N=237) of foreign languages (English, German, French, Chinese) in Russia.

The aim of the survey was to identify how well teachers of foreign languages in Russia are informed about various disabilities and their manifestations as well as aspects of teaching English to learners with SEN, i.e., whether they use for this any particular approaches, tools and techniques.

The data was collected via Google Docs. The 237 participants from 81 cities and towns are teachers working in different educational contexts – in state (22,5%) and private (12,6%) mainstream schools, in language schools (19%), in higher and tertiary education (0,8%) as well as self-employed/freelance teachers (60,2%).

The participants have different teaching experience: 11—20 years (36,9%), 5—10 years (32,2%), over 20 years (12,7), 3—4 years (11,9%), 1—2 years (6,4%).

The survey consisted of 24 questions, among which there were open-ended questions.

Findings

Almost 70% of respondents said that they have learners with SEN. The majority have dyslexia (42,8%), dysgraphia (34,3%), and autistic spectrum disorder (14,8%). Besides, there are visually impaired learners, learners with developmental speech delay, Down syndrome, and ADHD.

Among the symptoms of dyslexia the majority of respondents (95.6%) marked a so-called "motor dyslexia" [6]: "a child skips entire words, syllables, changes word endings, skips the lines and whole parts in the text". The following most popular (72% of respondents) answer was "the child finds it difficult to understand even the simplest texts" [6]. Interestingly, the least popular answer (33.8%) and therefore least recognized symptom of dyslexia by the teachers was weak successive functions [5] "inability to put days of the week, or months of the year etc. in the right order".

Among the symptoms of dysgraphia, the most popular answers were "mixed order of letters" (81.6%) and "the process of writing takes a lot of effort and is very slow" (74.4%). The least recognized symptoms were "difficulties with orientation on a sheet of paper and identifying the beginning of the line" and "conjoint writing of several words" [1] (24.4% and 19.3% respectively).

Principles, techniques and approaches

Over 85% of the respondents use various techniques and approaches when working with learners with SEN. Among the organizational principles which teachers use are the following:

– helping learners at specific moments of the lesson (helping them with their copybooks and making this work systematized and well-structured)

– using various types of scaffolding (flash cards, posters, power point presentations); when working with texts highlighting key words or new words in the text, dividing the text into parts, discussing each part of the text step by step and preferably with short breaks in order to give learners some time to relax, etc.

Alternative assessment

Regarding alternative forms of assessment in class, only 30% of respondents said that they use them. Such assessment provides for psychological safety of learners, which is one of the important elements of inclusion.

Among them the following were mentioned: marks that are not transformed into a grade; learners with SEN get one additional mark; a different test format (for example, oral instead of written one); assessing the learner against his/her own result; "pass / not pass"; self-evaluation; incentives (tokens which are given to learners and can be exchanged for small items or stationery); detailed feedback instead of marks (what the learner did well and what are his/her areas for improvement), etc.

Discussion

The conducted survey demonstrated that most English teachers do not receive proper training on teaching learners with SEN. Having said that, almost 70% of the respondents confirm that they have such learners in their classes.

Notwithstanding the lack of support, teachers seek the best ways of teaching learners with SEN, thus being reflective practitioners. Importantly, the repertoire of principles, tools and techniques is similar to those which are used for neurotypical learners.

According to Kerschner [3], “teaching approaches which seem intrinsic to inclusive learning are already represented in many classrooms where emphasis is placed on pupils’ dialogue, collaboration, choice, exploration and learning to learn, and where it is assumed that all pupils are capable of learning”. The approaches which may seem idiosyncratic in inclusive education are successfully used in many classrooms, where learning is based on cooperation and choice as well as teachers’ belief that every learner can develop.

Secondly, understanding learner difference through essential information about disabilities and their manifestations should be an inherent part of the scope of knowledge of inclusive teachers [2]. According to Khaustov, the first group of special educational needs of learners with ASD stipulates the need in the teachers’ competence, which includes “knowledge of peculiarities of development of learners with ASD” [4].

Importantly, there is a contextual aspect of the current situation with disabilities diagnostics in Russia, which relates to parents’ right to privacy and special needs screening procedures and makes teachers’ knowledge of nosologies imperative. Screening is performed by the psychological-medical-pedagogical commission (PMPC), an official local entity that includes a team of medical specialists. The PMPC makes a diagnosis and can recommend a special educational program for the child. After that the parents may or may not inform the school about the result, depending on their wishes. This is where parents have to deal with “the dilemma of difference” [7], where they either divulge the diagnosis at school and risk incurring stigmatization, or do not disclose it, thus depriving their child of necessary support. Parents’ unwillingness and circumspection to disclose the diagnosis of their child in school can make teachers muddle along without a clear “road map” of what the child was diagnosed with and what actions they should accordingly take. Hence teacher training courses should include information about the symptoms of the most common disabilities teachers may encounter in their classrooms. In the case of lack of information about the diagnosis, teachers would be able to provide assistance to a child or to admonish the parents and draw their attention to the symptoms. Alternatively, they may raise the alarm in situ and solicit help of other specialists in schools, given that the teachers are, or would be, aware of the symptoms of disabilities. Besides, schools often do not have speech therapists on payroll, thus necessitating teachers to identify the learners with disabilities without other specialists' help. Thus, teachers' awareness of more and less frequent manifestations of various disabilities should be a key component of epistemology of inclusive education.

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ON LEXICOGRAPHIC COMPETENCE OF UNIVERSITY STUDENTS: WAYS TO ACQUIRE AND ENHANCE

In the list of current competences (whether universal or professional) of higher education system in Russia there is no lexicographic competence, even for the field of Linguistics. The teaching experience has proven that the students normally do not possess any special knowledge or skills of dictionary or corpus usage, most of them are not familiar with types of reference-books and means to assess the quality of a dictionary. The given paper attempts to define "lexicographic competence", to review the current situation with the students of Ivanovo State University and to provide ideas on acquiring and enhancing the lexicographic competence.

Key words: lexicographic competence, higher education, dictionary, corpus.

To begin with it is necessary to refer to a short and unassuming title *Lexicography as an Academic Subject* of a conference presentation and later a paper by J. Sinclair [3] since it has become a pioneering and seminal work to trigger the process of a radical change in the vision of lexicography: from "the art and craft of dictionary making" [2] towards a rediscovery and redefinition of its true identity and status [3]. The open-ended scholarly debate nowadays is revolving around the scope of lexicography, its scientific status and teaching of lexicography as an academic subject. Dictionaries are still indispensable in teaching and learning of foreign languages, especially for studies at university level. Unfortunately, just a few universities in Russia include the courses on Lexicography or Terminography, or online reference resources for study and professional sphere in their curricula. Moreover, students feel quite confident in their search strategies being in most cases "digital natives" according to the survey conducted in Ivanovo State University in 2022: 79% of respondents are happy about their skills of dictionary consultation. They are used to working with various dictionaries and other online resources. However, the remaining 21% doubt their capabilities of dictionary usage recollecting their occasional failures while addressing a dictionary. The objective of the given paper is to clarify the notion "lexicographic competence" in the XXI century and describe the ways to acquire and enhance this skill with the university students.

Lexicographic competence is originally defined as the ability to effectively use dictionaries and considered to be a part of information literacy. It covers the capability to identify a problem that may be related to usage, patterns, pronunciation, collocations, etymology, etc., the ability to choose a proper dictionary in order to handle the problem, to assess the quality of a reference tool, to find the necessary information in a relevant dictionary, to interpret the data it provides and then to apply this knowledge correctly in a required context. M. Buvajonova believes that lexicographic competence includes such elements as: understanding the value of reference books as the resources of accumulation, as well as the preservation of cultural and linguistic data; understanding of general and individual information obtained from a linguistic source; the need to refer to dictionaries to solve various communicative, linguistic and cognitive tasks; operational activity (the ability to find the proper and most correct way to solve a problem, to perform a competent lexicographic query); the ability to correctly choose one or another dictionary, choose it from the variety of all dictionaries that will answer your question; behavioral – the formation of work skills by finding the necessary data in different dictionaries in order to solve various cognitive and communicative tasks during classroom and extracurricular activities [1]. Thus, one may conclude that lexicographic competence is a rather complicated issue and it is rarely acquired spontaneously, i.e., without training or instruction. Although foreign language university students are surrounded by dictionaries, various online resources and new words, they are no exception. Students' lexicographic competence is not sufficiently developed. Moreover, due to advancement of information technologies and corpus tools and methods that allow to collect, process, store, retrieve and present big linguistic data the understanding of *lexicographic competence* has transformed into *effective and efficient use of dictionaries and corpora*.

The curriculum of the Bachelor Program *Philology: Foreign Philology* at Ivanovo State University provides the students with the electives *Vital Issues of Contemporary Lexicography* and *Electronic Dictionaries, Cyber and Corpus Lexicography*. It has been noted that the use of dictionaries, its frequency and quality depend on the year of studies because students start as "amateurs" with simple queries or Google translate search and end up as professionals operating different kinds of reference books and referring to corpora, which imposes different needs.

In the mentioned above courses students learn a great variety of dictionaries, their kinds for different special purposes. They get to know the ideas of "user generated content" and its application in Lexicography while compiling their own glossaries of a particular subject field. This practice allows to systematize the data, work out a list of key terms and understand them as an inter-related system of special purpose notions, define an entry word and select appropriate contexts. Students also work with corpora, study how to handle the statistics, browse a frequency list, filter their queries by lemma, word form or phrase, search by individual word and examine collocates, topics, clusters, websites, concordance lines, and related words for each of these words. They search for phrases (got VERB-ed, BUY * ADJ NOUN, from ADJ to ADJ), strings and substrings (*ism, un*able), they find random words and also browse through randomly-selected "Words of the Day". Students master the CHART option in the Corpus of Contemporary American English that shows the total frequency in each genre or timing section (in COCA, there are 8 genres and five four-year blocks). It is also possible to see the frequency of words and phrases by sub-genre and/or year. Moreover, students learn to pay special attention to the comparisons between dates and countries in the News on the Web Corpus and compile their virtual corpora to create personalized collections of texts based on (sub-)register, website, and even words in the web pages.

There is a wonderful chance for Ivanovo State University students to take part in the international student project *Florence in the*

Works of World Famous People initiated and inspired by prof. Olga Karpova and run by the Romualdo Del Bianco Foundation and the Life Beyond Tourism Travel to Dialogue Movement. It is necessary to comment that it is an encyclopedic dictionary intended for tourist guides and travelers, the students become lexicographers writing the dictionary entries. The publications have collected the experiences of the students of the international seminars held in Florence annually. The participants in fact studied the Florentine cultural heritage contained within the works of international writers, artists and composers who lived and worked in Florence over the centuries.

The students who have mastered lexicographic competence are highly likely to take full advantage of the content of the contemporary reference tools that are very sophisticated and create their own linguistic content for various specific purposes. Definitely dictionaries should be user-friendly, but there is a limit to the simplification without compromising the content, thus we have come to the conclusion to make students into better dictionary and corpus users.

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GOAL SETTING IN FOREIGN LANGUAGE ACQUISITION

The article deals with the problem of goal setting skills development within the context of foreign language teaching and learning. The results of the research on goal-setting carried out at Novosibirsk State Technical University are described. The findings allow to conclude that the main conditions for successful achievement of the goals set for foreign language acquisition are the lack of enforcement, clear objectives and plan for their fulfillment, friendly atmosphere in the classroom and pleasant disposition of teachers and learners.

Key words: goal-setting, motivation, individualization, foreign language acquisition.

Introduction

The problem of goal-setting during the process of study has always been important for both teachers and learners at all levels of education, and particularly for university students acquiring professional education. However, the process of developing students' skills in setting goals and objectives remains underestimated by many teachers, FL teachers being not an exemption.

Literature review

The term *goal* is defined in many publications. Thus, A. N. Leontiev defines a goal as a perceived, expected result [1]. In psychology, a goal means a "perceived image of an anticipated result, which the person strives to achieve by doing certain kind of activity" [2].

L. Y. Erokhina identifies the following components of goal setting: 1) *motivational-emotional*: the presence of personal, individual meaning of a goal; 2) *cognitive*: knowledge about goal setting (types of goals, methods of setting and achieving them, etc.); 3) *active-technological*: ability to consciously and independently set goals, the ability to see the main and interim goals, etc.; 4) *reflexive*: ability to check the obtained result for the initial purpose, as well as assessment of interim results, etc.; 5) *personal*: ability to regulate one's behavior, reaction to changing conditions before goal achievement, responsibility, “concentration” [3].

Context and methodology of the research

The research data were collected through the observation and interviews conducted in 2020/2021 at Novosibirsk State Technical University. The participants were students of three educational programs of vocational education: 1) 38.02.01 *Economics and accounting*; 2) 09.02.03 *Computer systems programming*; 3) 49.02.02 *Adaptive physical education*. The survey took place during the lessons of foreign language. The lessons lasted for 17 weeks and were delivered 2 days a week according to the curriculum. A total of 87 students participated in the study: 15 people studying *Economics and accounting* (of which 4 have deafness), two groups studying *Adaptive physical education* (the first group – 18 people, 4 of them are deaf and 1 person with a CNS disorder; the second group – 19 people, of which 6 people have varying degrees of hearing impairment), three groups of *Programming in computer systems* (the first group – 11 people, of which 7 people have hearing impairment and 2 people diagnosed with infantile cerebral paralysis; the second group – 11 people, all have hearing impairments of varying degrees; the third group – 13 people, of which one person with visual impairment and one has musculoskeletal disorders).

Results and discussion

Game tasks and ice-breaking tasks used during the diagnostic period showed that about 85% of the learners have difficulties in articulating their thoughts in English according to its syntactic norms. The same percentage of students has background knowledge of grammatical constructions of English tenses and other constructions, but in the process of speech they are not able to apply them. The remaining 15% speak English at A2-B1 level according to the European CEFR scale. Also, test sessions showed that serious work on listening and reading, as well as on enlarging the students' vocabulary on various topics, was necessary.

Along with the assessment of the language level we conducted needs analyses by means of interviewing. One group majoring in IT technologies wished to study English for specific purposes (IT). The rest of the learners said that it was the teacher who should decide upon the goals of study according to "the professional point of view". The group majoring in adaptive physical education articulated the need to study the system of the grammar tenses.

The conducted research allowed to make the following conclusions: 1) in the group of *Programming in computer systems* who wanted to study technical English, there is a contradiction between the learners' aspirations and their current level of language proficiency; 2) a significant number of students do not have any concrete goal or motivation for learning the English language; 3) students who realize their goal cannot always imagine how to put it into action due to the lack of information and other resources such as coursebooks, and also lack of self-study and organizational skills.

After the experiment, the work on developing goal-setting skills was carried out in several steps: 1) the teacher introduced the main objectives of the FL course to the students; 2) the students were shown and familiarized with the course book; 3) after looking through the first units of the book the teacher discussed the level of difficulty of the tasks presented in the coursebook with the students; 4) the students expressed their interests in certain tasks and topics; 5) separate tasks were developed for the students with special needs in accordance with their needs and abilities; 4) each lesson ended up with reflection of the learners on the work they did, the likes and dislikes of the tasks offered to them; each student had a chance to speak about their achievements at the lesson.

There was a survey conducted in the final lesson. The students answered the following questions asked in English: 1) What skills have you developed? 2) What was the most difficult thing for you? 3) Which forms of work did you like the most? 4) Do you think the goal of this course has been achieved by you? Answering the first question 20% of the respondents mentioned the development of reading skills and prepared speech. 15% of the students answered that they had difficulties in studying grammar; 5% said it was difficult to understand the teacher by ear, translate his speech, and answer his questions; 3% said it was difficult for them to study all the time; 3% answered that there were no difficulties at all. To the third question, 85% of the respondents answered that they mostly liked interactive forms of work. The fourth question turned out to be the most difficult since, on the one hand, many learners would like to be fluent in the foreign language, but the given conditions of study – 2 hours a week in not divided and mixed-ability inclusive groups with the number of students from 15 to 20 people – do not allow to fully implement the differentiated approach. However, 75% agreed that the goals discussed in the first session with the teacher were generally achieved. At the same time, 15% found it difficult to answer, and about 10% said they did not meet the target, with 3% reporting that they had difficulty with learning throughout the whole period; on the contrary, 1% indicated that things were too easy for them in class; 1.5% stated there was not enough grammatical material and professionally oriented language.

Conclusion

The presence of comfortable learning atmosphere is crucial as well as friendly disposition of a teacher, adequate requirements for assessing the acquired knowledge and skills, taking into account personal characteristics of each student and a group as a whole, since it also has its own microclimate. Learning tasks should contribute to the development of goal-setting skills, readiness to set a specific goal and achieve it. The working algorithm, based on the principles of individualization, self-reflection and communicative methods of teaching a foreign language, contributes to the effectiveness of learning the material and the formation of the necessary competencies. The results of the work showed that learners appreciate absence of enforcement, the benevolence of the teacher, the ability to find an approach to an individual, as well as interactive activities.

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GAMIFICATION OF THE LESSON OF ENGLISH

Nowadays a teacher of English has a wide range of traditional tasks and well-known multimedia facilities to make a lesson more exciting and practically valuable. Students improve their reading, writing, listening and speaking skills watching videos, presenting their own projects and writing essays. Quest is one of the innovative tools that can help practice English grammar, vocabulary, or writing using all the advances of intellectual game. The presentation will demonstrate the opportunities of 12CODES Quest Platform to create an unforgettable English lesson.

Key words: gamification, quest, quiz.

The main goal of any teacher is to create and retain the student’s interest in their subject: English is no exception. Currently, the market of educational literature is saturated with various teaching aids that help to introduce various types of tasks, a lot of activities and audiovisual tools into the structure of the lesson. It is already customary and traditional for students to perform listening tasks, watch videos, prepare presentations and projects, and use online applications during the lesson of English. Educators and teachers are constantly looking for new ways to involve students of different ages into the learning process.

One of the new methods of learning English is defined as *gamification*. According to the definition given in *Oxford Learner's Dctionaries*, it is "the use of elements of game-playing in another activity, usually in order to make that activity more interesting" [2].

Among the main goals of gamification, one can highlight the involvement of students in solving problems and mastering the material, and socialization, that is, the possibility of interaction between players with each other. It is the active interaction of players during the game that can, for example, help students get acquainted on the first lesson, get rid of shyness and stiffness at the initial stage of communication with each other.

Currently, numerous online games for learning English are very popular, as well as special online platforms for creating online quests. Today I would like to share my experience of developing a quest for students based on an engine for urban quests *12codes.ru*.

According to the definition of the *Oxford Learner's Dctionaries*, a quest is a long, purposeful search for something in order to receive a reward or win. It is a game with a storyline that consists of solving various puzzles and logic tasks. The platform makes it possible to create test games with three teams and four levels.

The <u>first step</u> in creating a quest is setting up the game, that is giving selecting the date and time when the quest is to start.

The <u>second step</u> includes creating levels. There are a huge variety of level content depending on what a teacher would like to master with her/his students. One can try *association task* (matching a word with a person / idea it is associated with); *filling the gaps* or *decoding emojis* to practice new vocabulary; *correcting mistakes* or *finding the odd one* to polish grammar issues (irregular verbs, tenses, plurals of nouns etc.)

The <u>third step</u> in preparing the game is adding codes for each level. The code can be any word, number, or combination of letters and numbers. It is important to carefully check the correctness of the code for each level assignment, so that students do not have problems with passing the levels. An advantage of the *12codes.ru*. is that at any stage of the quest, the moderator can make changes to the code if an error has been detected.

The fourth step that must be taken for the quest to work successfully is adding teams. The test mode of the platform makes it possible to create only three teams, but for a group of 18—20 people this is quite enough. Each team enters the game under its own username and password, which are generated automatically by the system.

The final, fifth stage, involves creating a game route for each team. Almost any quest works on a chain principle, that is, you cannot proceed to the next task of the quest without completing the previous one. Routing involves determining the order of levels for each team (automatically or manually).

Immediately after starting the quest, the moderator begins to track the progress of the game. Every second, for each team, information is given about the passage of levels, the number of codes taken, the decryption of codes that were not taken. The quest results are also summed up automatically.

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DESIGNING A FOREIGN LANGUAGE LESSON IN THE CONTEXT OF NEW EDUCATIONAL STANDARDS

The article discusses the requirements for the structure and content of a contemporary foreign language lesson in the context of updated educational standards for primary and secondary general education at school. The author emphasizes the need to take into account personal, meta-subject and subject learning outcomes in determining the objectives of the lesson, to introduce up-to-date educational technologies, forms and methods of teaching that increase speech activity of students at a foreign language lesson.
Key words: foreign language teaching, lesson, educational standard, programmes, attainment targets, learning outcomes.

Professional training of university students is directly related to the current educational situation and conditions in the school learning environment. An intending teacher of a foreign language should be able to design foreign language lessons in compliance with the requirements of the updated Russian Federal State Educational Standards for primary and secondary education [3] which are based on creating equal learning environments throughout the Russian Federation. This principle is implemented in the following triad of equal conditions and opportunities in education: unified educational standards for the country, unified approaches to the content of teaching school students, a unified system for monitoring educational organizations.

As a key regulator of school teaching the Federal State Educational Standards determine the content of exemplary educational programmes, methodological materials, as well as evaluation tools and procedures for assessing the effectiveness and quality of education. The updated educational standards (national curricula) are designed to help to ensure the global competitiveness of Russian education. They detail the conditions for execution of educational programmes and systematize the specific learning outcomes.

Requirements for the attainment targets fixed in the educational programme (syllabus) of a school subject are distinguished in the categories of the system-activity approach:

1) personal attainment targets are focused on certain values and motives;

2) meta-subject attainment targets (soft skills) including three major groups of universal learning skills (cognitive, communicative and regulatory);

3) subject attainment targets (hard skills) that are concretized and systematized in standard subject programmes [1; 2].

All of the above-mentioned requirements and conditions are reflected in lesson planning. The main changes related to the programmes in teaching foreign languages can be stated as follows:

1) a subject as a didactic resource of students' meta-subject skills;

2) promoting students' prerequisites for a scientific type of thinking;

3) the concept of "functional literacy";

4) learning outcomes and learning requirements to be developed and specified in detail.

Designing a foreign language lesson in the context of the updated educational standards consists of some stages with a system of training tasks. The main types of lessons include: a lesson on studying new material, a lesson on generalizing and systematizing the studied material, a lesson on testing and assessing knowledge, and, finally, a combined lesson – the most common type of a foreign language lesson.

Key stages of a combined lesson:

1) motivation and learning targets;

2) actualization of basic knowledge;

3) study of new material;

4) self-control and self-assessment;

5) reflection.

At each lesson stage a teacher organizes different types of learning activities by using various forms of learning interaction (classroom management) – whole class work, pair practice, solo work, group work, etc.

Planning a foreign language lesson in accordance with the requirements of the updated educational standards includes the following key stages: the aim and objectives of the lesson, selecting the appropriate content, designing a system of learning tasks and choosing forms of organizing and conducting learning activities at all stages of the lesson.

The present-day objectives of teaching a foreign language are formulated at the following levels:

1) cognitive level (personal, meta-subject and subject results);

2) pragmatic level (communicative competence) [2].

The components of the foreign language communicative competence are:

1) speech competence including communication skills (speaking, listening, semantic reading, and writing);

2) language competence including linguistic knowledge and skills (phonetics, graphics, spelling and punctuation, vocabulary, and grammar);

3) sociocultural or intercultural competence, including sociocultural knowledge and skills;

4) compensatory competence including compensatory skills.

The planning of the subject learning outcomes is based on the content of the corresponding work programme (section "Subject Results") and is implemented in accordance with the subject content of a particular lesson.

Meta-subject learning outcomes comprise:

1) universal cognitive actions (represented in the program in the context of the subject content) including basic logical and research actions, as well as work with information;

2) universal communicative actions (presented in the program outside the context of the subject content) including communication and joint activities (cooperation);

3) universal regulatory actions (presented in the program outside the context of the subject content) including self-organization, self-control, self-esteem and emotional intelligence.

Personal learning outcomes are presented outside the context of the subject content and are achieved in the inseparable unity of learning and extra-curricular activities. They are performed in the following main areas of educational activities: civic and patriotic education, moral education, aesthetic education, physical and labour education, environmental education, and scientific education.

At the same time, the core educational technologies recommended to use during the lesson are the following: problem-based learning, project-based learning and fostering students' critical thinking.

The performance criteria of a foreign language lesson designed in accordance with the requirements of the updated educational standards can be summarized as follows:

1) the lesson objectives are formulated within the trend of transferring functions from the teacher to students;

2) the teacher takes into account personal, meta-subject and subject attainment targets in planning the lesson objectives;

3) the teacher uses a variety of educational technologies, forms and methods of organizing activities that increase the speech activity of students in the classroom;

4) the teacher owns the dialogue technology and teaches school students to correctly formulate questions;

5) the teacher effectively combines reproductive and problem-based learning in the classroom, teaches students to work according to the rule or model and creatively;

6) the teacher systematically teaches students to reflect;

7) the teacher's style and tone of classroom management create an atmosphere of cooperation and psychological comfort.

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LINGUODIDACTIC POTENTIAL OF MODERN PR DISCOURSE NEOLOGISMS

The article examines the reasons for PR discourse neologisms originates to be introduced to PR undergraduates for their academic practice and usage. The objective of the research is to reveal the types and purposes of neologisms usage, including full-fledged neologisms and neological acronyms and abbreviations reflecting the current situation in society, country, and the world. The material chosen for the study indicates the novelty and urgency of the research.

Key words: lexicology, linguodidactics, neologisms, PR discourse.

Neologisms, literally translated from the Greek word for “new words” constitute the most moveable part of PR discourse, it being the most responsive to all the changes that occur in the modern sphere of public relations. Despite the etymological transparency, there is no well-established definition of the term neologism, which makes it difficult to identify. As neologisms are understood as lexical units that have recently entered the dictionary, but have changed their meaning, or the newly coined lexical units, the state of novelty should be reflected in the definition. Neologism can be defined as “a newly formed linguistic expression that is perceived by a part of the linguistic community as well-known” [1].

There are no objective criteria for novelty, as neologism is a matter of subjectivity. It is underlined that there is no diachronic framework for defining neologisms, as a word is new in a particular language at a certain period in time, it being hard to establish. It is emphasized that some words appeared earlier than others, but there is no clear period for the appearance of new words. Moreover, there is no specific and stable vocabulary, which is an indicator of the appearance of new words [4, p. 75].

Different interpretations concerning the definitions of neologisms leading to hot discussions, indicate that neologisms as a phenomenon are in a state of theoretical development. Neologisms can be understood as words and expressions that have moved from one discourse to another, realizing their semantic potential, acquiring a new meaning and significance. The recent Covid-19 pandemic has enriched the languages of the world with new words connected with this disease and the concomitant lockdown restrictions to help the formation of Covid-19 discourse, which is made up of different discourses, including medical, political, judicial, media discourse and social discourse in social networks.

Analysing the functioning of neologisms in speech, M. T. Cabré subdivided them into referential and expressive [2, p. 206]. Referential neologisms appear as a result of necessity, when there is a gap in a specific lexical area that needs to be filled; expressive neologisms arise in order to introduce new emotionality or stylistic coloring of lexical units. Moreover, neologisms differ from each other in the way they appear, in their functional role, in lexical and grammatical compatibility, in linguistic continuity, in the way they coexist in the language system, as well as in extralinguistic parameters that determine the appearance of neologisms.

Referential neologisms related to the coronavirus pandemic were created and developed by politicians, officials and journalists. There are three types of neologisms – lexical neologisms, semantic neologisms and abbreviations. During the coronavirus pandemic, there was a blurring of discursive boundaries. Medical discourse has become dominant, with its terms having gone beyond the usage of the professional sphere. Within General English and Covid-19 discourse, medical discourse terms were perceived as neologisms: *airborne transmission, computed tomography*, *pathological process, shortness of breath, asymptomatic carriers, pandemic, and disease of nations* to have replenished the vocabulary of all the languages of the world.

Abbreviations, lexical units and phrases such as *PPE* and *WFH*, lockdown, social distancing have come into active use, which have become perceived and regarded as neologisms, despite the fact that some of them were recorded in the dictionary several centuries ago.

Researchers note that the translation of abbreviations carries certain difficulties associated with their functioning and highly specialized meaning [6; 8] as well as linguodidactic particularities [7].

The abbreviation *PPE – personal protective equipment* – first appeared in the XIV century and is associated with the plague epidemic in Europe, when doctors had to protect themselves from infection when visiting patients. The protective uniform consisted of a full-length robe, helmet, glasses to protect the eyes, gloves and boots to prevent infection when visiting plague patients. The protective uniform was made of dense material and covered with wax. The mask with a beak-like structure was filled with pleasantly smelling flowers, herbs and spices, in order to prevent the spread of miasma, which, according to pre-scientific ideas, were considered the cause of the spread of deadly diseases through the air. At present the abbreviation *PPE* has received a new conceptual framing to be posed as a neologism.

Modern *PPE* in its most radical form resembles an astronaut's spacesuit and is designed to work in the focus of coronavirus infection, in the so-called "red zone". People in public places were required to wear latex gloves, as well as disposable masks covering the mouth and nose, which are believed to date back to the fabric face masks popularized by Wu Lien-te during the outbreak of pneumonic plague in Manchuria in 1910–11. However, at that time, Western doctors questioned the effectiveness of such masks as preventive measures to protect against the spread of infectious diseases.

The lexical unit *self-isolation* – "lockdown", which entered the dictionary in 2020 with the meaning of "forced self-isolation" – self-isolation, reflects the desire of the population to protect themselves from infection, which led most people on the planet to the necessity of working from home. This contributed to the revival of the abbreviation *WFH* – "working from home", the emergence of which dates back to 1995. This abbreviation was almost unknown to anyone before it began to denote the lifestyle of the majority of humanity during the coronavirus quarantine of the beginning of the third decade of the XXI century.

The phrase "social distancing", social distance, in 2020 was perceived as a neologism under the constraints caused by the pandemic, because it changed its meaning, using its semantic potential. First appearing in 1957, this phrase meant "social distancing", and not the physical distance of 1.5–2 meters between people, which was recommended to be observed in public places in order to avoid contact with coronavirus infection. This phrase has been further developed, designating places of social distancing in separate phrases and sentences: *socially-distant classrooms, meet-ups, performances. It is difficult to socially distance in certain environments*.

The deterioration of the quality of life, which is a natural consequence of the closure of many jobs and small businesses associated with serving the population, as well as the reduction of human interaction and the weakening of social ties were reflected in the neological phrase *social recession*. The appearance of new types of greetings and goodbyes was also recorded in the language by the new expression *elbow bump*. When the ban on shaking hands, even wearing gloves, did not allow to refer to the traditional etiquette of meeting and parting, people began to lightly touch each other with their elbows. Social imperative dictated the paramount study of the phenomenon of covid-19 influence on the linguistics of distancing [3].

Expressive neologisms created by users in different social media platforms during the lockdown contributed to the emergence of a new language – Coronaspeak, formed by association with Newspeak, which is now perceived as slang [5]. In an attempt to understand the serious consequences of the disease, people also created truncated and humorous abbreviations and acronyms telling about their life in isolation: *corona/rona; covidiot, coviclown, covidiosity, quarantanning, quaranchilling.* In social networks, these sarcastic expressions were also accompanied by witty images, memes and videos.

Summing up, it should be noted that the modern stage of human development is characterized by profound changes reflected in the vocabulary, which is necessary to be introduced into modern L2 curriculum for PR undergraduates. The modifications occurring in the English language are especially noticeable in PR discourse, which sets itself the task of making an informed impact on a mass audience.

Further consideration of linguistic neologization, the urgency of which is supported by social, economic and political events taking place in society, in the country and in the world seems promising within the framework of linguistic research.

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ENGLISH FOR BIOLOGY MOOC: AN EDUCATORS' PERSECTIVE

The authors claim that the MOOC "English for Biology" made for biology students at undergraduate level had a significant impact on English language for specific purposes (ESP) proficiency of the students participated. We reveal the results of the approbation. For our purpose we have applied the survey research among peers (co-educators working with the course), and students. The experiment has shown that language skills integrated in the domain of specific professional knowledge have a beneficial effect on students' communicative competencies and provide self-development of biology students. The analyses of responses had resulted in improvements in new ESP online courses developed.

Key words: Online Learning, Moodle Platform, ESP Course.

The trend to move from traditional education to virtual [7] learning applies to higher education since 1999, and since then an increasing number of courses appear for teaching at a distance. At MSU information and communication technology skills play a key role in today's education and led to emerging of web-based systems such as DISTANT.MSU.RU [11]. Although not so widely employed in Russian educational establishments in previous years, with COVID-19 Moodle-based platforms drastically change the situation [1], especially with the endemic lockdown. Internet-based teaching is one technology that is used as an instrument for transferring language teaching and learning. It is a potent teaching utility to conventional classroom instructions [2]. Computers also are useful in providing drills in grammar, vocabulary, pronunciation, or listening, moreover, "they are tireless in their delivery" [10]. Therefore, ESL students can learn at their own pace, select any topic they enjoy and do not have to care about the competition in the class.

Whereas no one argues the benefits of using e-platforms as support for the frontal lectures, there are not so many studies [7] to look at the construction of the language Moodle-based courses. We made an attempt in this article not only to describe our experience in creating an e-course of ESP teaching, but also to explore perception of the course. The research question addressed in this article is how the educators percept working with this course and how from their perspective students have adapted to self-study at the platform.

In terms of types of activities, Moodle can be used to create online courseware which provides opportunities for interaction. Educators provide various techniques to support students efforts to learn and communicate, they are often based on the traditional activities such as matching, synonyms, antonyms, filling-in-the blanks, choosing the best alternative, etc. Apart from these, there are some other useful techniques. Moreover, teachers can fully control the deadline and timeframes for assignments – quizzes, forums, chats, etc. [3]. Moodle also allows alternatives to traditional assessment strategies which create a student-centered, active learning environment. Other functions of Moodle include the integration of a variety of assignments with diverse kinds of activities, the access to abundant multimedia resources, electronic delivery of teaching materials (such as documents, presentations, video and audio files), synchronous and asynchronous teacher-student and student-student communication (for example, chats and forums) [4]. As for speaking activities, the educator uploads documents of relative background information, topic questions, chunks that are frequently used about the topic to the Moodle platform, which can help to arm the learners with more knowledge to use during talking. Finally, the online assignment and homework offline are necessary ways for the ESL learners to consolidate their achievement.

The special course *English for Biology* [8] is intended for students specializing in biology and other related majors. The purposes of the course have been established in accordance with the criteria of authenticity, purposiveness of the language, and professional appropriateness of the content. The special course *English for Biology* corresponds fully with four pillars of ESP described in Anthony Laurence's milestone book [9]. The course consists of 14 topical units (Classification and Systematics; Bacteria; Insects; Amphibia; Fish; Birds; Invertebrates; Mammals; Plants; Fungi; Ideas about Evolution; Ecosystems; Extinction; Adaptation; Global Conservation). The students enrolled have access to all the learning materials: glossary, background, texts, listening materials, discussion topics, etc.

The present study started in September, 2020, and went on throughout the academic year 2020—2021. The students of the 1st and 2nd year of Biology Faculty of MSU enrolled (total 263) were given access to the platform, although participation was not obligatory. The students were both male and female, with the intermediate level of English. 125 students and 12 educators willingly participated in the study. The methods of data collection included preliminary surveys, participant observations, feedback notes, a focus group and email exchanges. The qualitive research (surveys and interviews) with participants (both students and educators) were conducted in May, 2021.

The questionnaire was adapted from Moodle Features Used table from *Using Moodle: Teaching with the Popular Open Source Course Management System* [3]. As we attempted to find out whether the course is convenient to work with; and whether students have adapted to working with it, so there were 2 different questionnaires for students and educators. We also conducted the semi-structured interview with the latter. The questionnaires and the interviews were designed to find out how to improve the course so it fits better to students' requirements.

The first five questions concerned the ability to access the platform, over 95% of the respondents agreed it was easy to access the platform. The second question was about the mode of communication, and nearly all (97%) showed readiness to communicate via the platform. Answering the question about the layout, the vast majority (85%) has found it structured well and convenient to navigate, with 90% positive comments in the interviews. Nearly all respondents expressed their satisfaction with the resources, which they found of much help and interest. Both students and educators were unanimous in their strongly positive attitude towards working with the platform.

The questions for the interview with the educators were based on the specific activities and skill development during the course. We asked among the rest what activities were the most and the least interesting; what skills were better and less trained; what posed more difficulties in learning; what strategies students employ to learn professional/academic vocabulary. As for those questions, all the respondent agreed that e-course was especially good for vocabulary-learning and listening comprehension tasks. Most of them (8 out of 12) agreed that the tasks and workload were adequate to their students' level, some (5 out of 12) reported some technical difficulties and their insufficient computer competence level. It came as no surprise that speaking exercises were rated the lowest among other activities to evaluate. In general, we can confirm the positive attitude among the educators.

This case study describes and evaluates the use of the Moodle-based platform to support ESP in the modern language classroom. We have developed assignments, quizzes and exercises for the Moodle course based on the paper textbook used in the course, which are available to the students online. The tool was proved successful, although the tasks appealed to some students more, and to some less. The results revealed that all participants showed readiness to work in the form of e-learning. In general, the Moodle course proved a useful and engaging tool for vocabulary learning. Engagement was found as the leading factor in motivation increase as it was stated in several other works [6].

The main goal of this exploratory study was to explore participants' response to the MOOC, so we claim that although the course generally increased students' motivation and interest, and was greeted with enthusiasm, it is insufficient in Speaking part. In the subsequent course, speaking activities were added. The paper also pointed out the aspects that were neglected in classroom environment teaching and it will raise awareness of using Moodle-based course during the lockdown period while teaching ESP, as it raises students' knowledge as well as motivation as their educators reported.

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PREDICTABILITY OF PROSODIC ORGANIZATION OF UTTERANCES IN DISCOURSE

Probabilistic character of cognitive and sensory mechanisms of processing information referred through prosody is conditioned by the high variability of prosody in discourse. This character implies that the addressees of the information less associate the perceived intonation with the fixed intonation pattern and its meaning, but more distinguish prosodic cues in the sound sequence and evaluate them, or their combinations, against the prior knowledge about their possible meaning derived from earlier speech experience. Thus, prosodic invariant in discourse is of statistical character; modeling standard usage intonation can be performed according to the fuzzy logic, where the intonation pattern represents a linear set of relatively regulated prosodic cues with adjustable variation ranges.

Key words: discourse, probability, intonation, prosody, prosodic cue, standard usage.

Introduction

Probabilistic approach to discourse is becoming more and more popular. Having acquired a lot of information about prosody: its production, perception and comprehension (further reading can be found in [7; 16; 8; 13], present-day empirical prosody research still cannot give one-to-one prosody – meaning mapping in discourse. On the one hand production, perception and comprehension of prosody appears to be categorical (phonological), that is language users produce and comprehend prosodic structures as systematic patterns associated with linguistic meanings [12; 11; 15]. On the other hand, the said prosodic structures are construed and perceived continuously (in a linear way, as their components appear consecutively) [3].

The answer is in treating the prosodic variation probabilistically. The task is easier, as probability in discourse should be understood differently; probability in discourse can be statistically predictable, not purely accidental. Again, there is famous work by D. Bolinger, where he expressively argues that accent placement in the utterance is not to be conditioned by any formal (morphological or syntactical) factor, but by the semantic factor exclusively [2]. Present day research proves him right, as numerous work shows that different aspects of utterance semantic structure formed in and by discourse make it possible to predict how discourse prosody will be produced, perceived and comprehended [6; 4; 5]. Yet, the semantic structure of the utterance represents the language users' prior knowledge that they gain through being exposed to speech from the beginning of their lives.

Thus, to identify a meaningful prosodic pattern in discourse the language users do not need to interpret them in a linear way. Instead, they evaluate their prior knowledge about how prosodic cues are mapped onto possible phonological intonational patterns. As this particular approach is still being developed, we shall touch upon how it is relevant for L2 teaching (RQ1) and whether there is empirical evidence to that probabilistic occurrence being prevalent over codified intonation standard usage prescribed by intonation textbooks (RQ2).

Methods

We used cognitive-discursive approach [10, p. 133] combined with Experimental Discourse Analysis methodology [9]. Within the framework of the methodology methods of corpus analysis (Sketchengine.eu) and computer acoustic analysis (Praat.org.) were applied to analyze the prosodic production of dialogue/polylogue interaction in reading (audiobooks). The present research was limited to canonical (prototypical, addressee-oriented) imperative utterances [1, p. 4, 18].

Results and discussion. RQ1

As stated by R. Webman-Shafran, proficiency in reading aloud is prerequisite to proficiency in silent reading [19]. Knowing how to use prosody properly in recreating real-to-life verbal interaction as presented in fiction texts facilitates comprehension in silent reading and other language skills. It will be beneficial for L2 learners to be exposed to all possible prosodic variation which can still fall into phonological category. It is more so important as L2 students tend to use their native prosodic patterns confusing their partners in communication. Again, research shows that the more and the longer the speakers are exposed to some input, the better they differentiate between categorical, the one resulting in a new meaning, and continuous variation. Numerous prosody research proves that prosodic input with high variability helps to categorize emotions expressed vocally [20], accompanying sociophonetic cues [18], and cumulative exposure facilitates advance memory mechanisms involved in eliminating ambiguity in prosody comprehension [14]. Thus, limiting L2 students to textbook-prescribed intonation patterns will be detrimental to their proficiency both in production and comprehension.

RQ2

Probabilistic occurrence found in research is prevalent over codified intonation standard usage prescribed by intonation textbooks. The corpus analysis shows that words introducing direct-speech imperatives describe a wide range of possible discourse environments (73% of the sample). They are presented in two groups: 1) verbs introducing direct speech (45%), 2) adverbs and adjective phrases either accompanying verbs from the 1st group (23%), or functioning autonomously (5%). In 27% of the sample no words accompanied imperative utterances: illocutionary force marked by the recognizable syntactic structure made them redundant. Probabilistic evaluation means that phonological prosodic structures which allow the voice actors to relay the meaning of these utterances adequately without additional input facilitating the prosodic production. But the percentage of facilitated direct speech is significantly higher, which reflects the degree of prosodic variation expected by the authors.

Acoustic analysis shows that prosodic variation does indeed create phonological categories that appear to be discursively conditioned and probabilistic, and do not exactly correspond to the textbook standard categories. In specific rather rare discursive environment (emotional content, initial position in the utterance) about 5% of utterances turn into interjection-like units thus their probability is low, but not non-existent. Emotional content correlates to the increase in complex tonal movements (up to 5 movements within a syntagm), not to specific intonation contour. Falling tone appears to be the prevalent boundary tone (63.1%) even in requests, contradictory to codified intonation standard. Pausation is the prevalent, but not only means of parsing – about 20% of utterances are longer than 10+ phonetic syllables with no pauses within the syntagm, chunking within them is performed through downstep, as found by the research.

Conclusion

Probabilistic approach to discourse prosody is new to empiric studies but it shows good promise. Looking at discourse as to some extent predictable activity helps to optimize L2 learning process.

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CATEGORIZED EMOTIONAL SITUATIONS AND PROSODY: AUDIOBOOK AS MEANS OF TEACHING INTONATION SKILLS

Discourse involves emotions as essential part of human verbal interaction, so teaching proper intonation skills becomes integral. Teachers need reliable material reference to introduce intonation contours to express emotions in socially acceptable ways. Audiobooks represent such reference by supplying information on typical emotional reactions of the book characters represented through the speech performance of well established speech actors. The study shows that verbal context of book dialogues and intonation contours (with prosodic cues, such as pitch range and variation, intensity) used by the voice actors show correlation which reflects the standard usage of intonation in everyday discourse.

Key words: discourse, intonation, categorized emotional situations, social norms, prosody, pitch variation.

Introduction

Discourse is not just verbal interaction between people. Being limited by the requirements of this presentation, and thus incapable of stating all essential work on the subject here and later we will present most significant authors and suggest reviews on literature relevant to the topic. Complex mechanisms that aim at efficient communication are conditioned by both intralinguistic and extralinguistic rules [1]. There are many approaches to the analysis as can be found in the Handbook of Discourse Analysis [2].

Human emotions make human communication both possible and difficult; there are special means by which they are expressed in speech [3; 4]. Emotions comprise an essential part of discourse, resulting from cognitive work of human brain: people empathize even if they personally have never experienced some specific emotion. Emotions can be induced when people hear or read of other people experience [4, p. 126-127]. There are social rules: some emotions are not socially endorsed, others are allowed/required of certain social groups [5, p. 81-82]. So, gaining knowledge about discourse rules of expressing emotions is crucial for effectual communication. Further reading on the subject can be found in the Handbook of Emotions, [6].

Prosody expresses emotions in discourse. Experimental research shows that prosodic cues (pitch level/direction variation, intensity variation) also signal specific emotional content in discourse, sometimes being the only marker of such content [7; 8; 9]. Textbooks on intonation give a set of patterns prescribed for expressing emotions [10; 11; 12]. Recent research shows that there is more intonational variation in actual discourse than can be accounted for according to intonation patterns introduced in textbook recordings [13].

As L2 teachers need reliable material for teaching intonation in the classroom, audiobooks can provide them with such materials. It raises several research questions (RQ): RQ1) Could audiobooks be reliably representing real-life speech interaction? RQ2) Is there any categorization of emotions in speech? RQ3) Do the prosodic cues of voice actors reflect this representation?

Methods

We used cognitive-discursive approach [14] combined with Experimental Discourse Analysis methodology [15]. Within the framework of the methodology we applied methods of corpus analysis (Sketchengine.eu) and computer acoustic analysis (Praat.org.) to identify 1) words used by audiobook users to describe/assess speech actors; 2) words used in fiction texts to introduce direct speech interaction and stimulate speech actors to use necessary intonation; 3) prosodic features associated with emotional content.

Results and discussion. RQ1

The corpus analysis shows that the ability to present book characters differently is ranked as significant in listeners' reviews. They make special emphasis on voice characteristic used to present emotions: most frequently words used are *voice* (46.7%) with collocations like *voice cadence*, *vocal flex/mannerism, tone of voice*, *accent/dialect* (30.8%), while commenting on general merits of speech actors performing the book reading. At the same time, they mentioned more specific features while criticizing the same speech actors: *whisper too much* (10%), *accent too strong* (21.3%), *too much range* (18%). The listeners also give opinions like *really makes the characters come to life, gives individuality to the characters, sometimes you forget it's one person doing them, giving each character personality*. And when they are criticizing, they describe specific cases when the character voice presentation was not what they expected: *sounds so weak and feminine*. It shows that the listeners adequately estimate the verisimilitude of the audio presentation, and can distinguish instances when it is broken, or does not meet their expectations. It supports E. S. Kubryakova in that fiction texts are in fact material evidence of language usage at the period of their presentation [14, p. 134].

RQ2

The corpus analysis of the fiction texts shows that words accompanying direct speech generally refer to emotional content of this speech. They make up two general categories: 1) words that directly name or identify the specific emotion: *happily, sadly, with a touch of disappointment, ecstatically, angry and remorseful* (72%), 2) words that describe face mimics, or gestures associated with emotions: *smiling, grinning, frowning, scowling, shaking his fist* (24%). These elements serve as primers/markers of emotional meaning in the semantic structure of the utterance. These findings support Shakhovskiy's theory of cognitive categorized emotional situations (CES), that encompass all potentially possible spontaneous emotional reactions and allow the speakers to employ language to properly describe and react to them [3, p. 116].

RQ3

The acoustic analysis with further statistical evaluation of the results (Kruskal-Wallis ANOVA on Ranks) shows that the distribution of prosodic features depends on presence of emotional meaning in the semantic structure of the utterance. Results of the acoustic 1) Intensity correlated to loudness shows (with P=<0.001) statistically significant difference in the maximum and average intensity, but not in minimum intensity (absolute data). Normalized min and max intensity data show no such difference. Evidently the distribution, not absolute value of intensity is more important as Q2 is significantly different in such utterances. 2) Maximum, minimum and average pitch data measured in semitones (normalized data) show significant statistical difference between neutral and emotional intonation contours: min F0 ranges from 1.61 to 5.72 with P = 0,005, max F0 – from 13.99 to 19.60 with P = <0.001, average F0 – from 8.26 to 14.12 with P = <0.001. Surprisingly overall pitch range data appeared to have no significant differences: F0 pitch ranges from 10.08 to 12.51 with P = 0.207, but considering the importance of standard deviation of F0 (from 0.66 to 0.92 with P = 0.009 measured in ERB) the perceived pitch range variation is enough and depends in the direction of the tonal movement. 3) Unlike textbooks say, there is no direct correspondence between complex Rise-Falls and Fall-Rises and emotional content, 61% of emotionally charged utterances have falling contours. But these falling contours can be realized in more than one movement, and the number of such movements increases in emotional utterances 45% to 28.3% in neutral utterances.

The results show that variance in audio presentation (reading) of fiction texts is greater than the one presented in intonation textbooks. It concerns less intonation contours as they are, but more the distribution of their constituents. Prosodic cues help the listeners to identify the arrangement of prosodic elements meeting their expectations of typical, commonly used and observed in real life. To sound emotional, one does not necessarily need to remember specific intonation contours. The speakers need to know how to operate and control their voice characteristics. It sounds to be simultaneously easier and difficult, as the speakers must also keep their emotions socially appropriate.

Conclusion

The research proves that audiobooks can serve as a source of consistent information about typical emotional situations, of people`s reactions to them and the degree of social approval of their reactions. Speech actors performing as readers reproduce the text in accordance with contemporary social requirements and standard language usage. Using instances of dialogue\polylogue interaction from the audiobook motivates students to employ realistic speech patterns in appropriate social environment.

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GLOSSARIES OF GLOBAL CLIMATE CHANGE IN ENGLISH LANGUAGE CLASSROOM

The paper is devoted to the problem of dictionaries of English terms as teaching tools, as well as lexicographical analysis of online dictionaries *Climate Change Glossary* by BBC and *Glossary of Terms Used* as a part of *Climate Change Starters Guidebook: an Issues Guide for Education Planners and Practitioner*s by UNESCO, which subject area is climate change. The article considers principles of mega-, macro-, and microstructures compilation, criteria for selection of English terminological units of this branch of knowledge in the dictionaries and ways of their lexicographical description.

Key words: climate change, global warming, online dictionaries, dictionary megastructure, macrostructure, microstructure.

One of the most discussed problems nowadays is global warming, specifically problems that it has brought into our lives: from changes in weather patterns threatening food production to rising sea levels increasing the risk of catastrophic flooding.

Without any decisive actions adaptation to these impacts will be more difficult and expensive in the future. More often teachers and specialists from the educational sphere are encouraged to inform next generations and prepare them to respond to the upcoming challenges connected with climate changes.

The first dictionary under analysis is *Climate Change Glossary* presented by the world-famous BBC service. The BBC has been creating unique programmes and content for over a hundred years to inform, educate and entertain millions of people in the UK and around the world. The format of this dictionary is online. Since it gives a description of concepts it has encyclopaedic form of registering. The dictionary addressee is journalists, translators and users interested in the topic of climate change.

The website does not provide any information about the dictionary but contains a comment “Use this glossary to improve your understanding of some of the well-used terms used in the climate change debate.” and the date of creation (April 13, 2014).

Despite the indisputable authority of the glossary, a small reference about the dictionary and its compilers seems more convenient.

The analysis of the megastructure states that the online dictionary consists of a brief introduction and the dictionary itself, which is typical for this type of references. The preface says that climate terms can be difficult to understand and this glossary can contribute to the solution of this problem.

The analysis of the macrostructure gives us following information. It is a small size dictionary with only 72 dictionary entries. They are arranged in the alphabetical order. Most often one can find keywords in the form of phrases *(Adaptation fund, Cap and trade, Flexible mechanism, Natural greenhouse effect, Technology transfer)*. The dictionary contains abbreviations *(AR4, IPCC, LULUCF, REDD, UNFCC)*, terms from the domain of chemistry *(Carbon dioxide (CO2), CFCs, Fossil fuels, Greenhouse gases (GHGs), Pre-industrial levels of carbon dioxide)*, entries on climate-related events and agreements *(Major Economies Forum on Energy and Climate, EU Burden-sharing agreement, Bali action plan, AR5)*

The advantage of this approach to the selection of keywords is that they are taken from completely different domains, which allows to take a wider look at the problem of climate change. However, this is also a disadvantage as the glossary only superficially touches on the topic of climate change and includes a small number of terms from completely different domains.

Talking about the microstructure we can state that the key word is always highlighted in bold, the size coincides with the font of the definition in the dictionary entry. There are no labels in the entry, but a detailed description of each term compensates for their absence.

In conclusion, we emphasize that this terminological dictionary of climate terms is a free resource for anyone who works on climate change or is interested in climate-related issues. The dictionary focuses on the words and abbreviations used in international climate change negotiations under the UN Framework Convention on Climate Change (UNFCCC).

The next dictionary is a part of *Climate Change Starter's Guidebook: an Issues Guide for Education Planners and Practitioners* presented by the world-famous organizations UNEP, UNESCO, WHO. This is a guide in electronic format for beginners, which fully describes the problems of climate change. At the end of this work, the user can find a glossary of terms related to climate change. The guide also describes the impacts on society, as well as policy and educational responses to climate change.

The compilers state teachers and education specialists as the main addressee, but the glossary could be useful to all those who are not familiar with the climate change problem.

Lexicographic analysis of the mega-, macro- and micro-structure of the glossary gives as following results. As to the megastructure, there is no preface and afterword. It cannot be called a disadvantage due to the fact that the glossary is just a supplement to the guide book and not a separate reference. However, the glossary can function independently since it contains the basic concepts of the "global warming" domain.

From the point of view of the macrostructure, the glossary contains 27 entries. The keywords are arranged in the alphabetical order. The first page of the glossary has a light orange colour, the second is white. This method does not make the usage of the dictionary more convenient, but it does not interfere with the perception of information either. The dictionary contains only those terms that are somehow related to the topic of climate change. 18 entry words are phrases *(Adaptive capacity, Carbon footprint, Climate change, Global warming)*. The remaining 9 entry words are nouns *(Adaptation, Biodiversity, Climate, Desertification)*. Some entries contain abbreviations: *Disaster risk reduction (DRR), Greenhouse gas (GHG), Intergovernmental Panel on Climate Change (IPCC), Millennium Development Goals (MDG)*.

In addition, the glossary contains a generally accepted Spanish term that denotes an abnormal increase in the temperature of the surface layer of water in the equatorial Pacific Ocean.

In the dictionary, one can find words related to human activity *(Human displacement, Migration, Mitigation)*, climate and environmental concepts and goals *(Carbon market mechanisms, Disaster risk reduction (DRR), Millennium Development Goals (MDG), Reducing Emission for Deforestation and Degradation (REDD+))*, names of organizations and events dedicated to the problem of climate change *(Intergovernmental Panel on Climate Change (IPCC), United Nations Framework Convention on Climate Change (UNFCCC))*, as well as basic concepts related to climate issues (*Carbon footprint, Climate change, Global warming, Greenhouse effect*).

It seems difficult to determine the principle of vocabulary selection since the dictionary contains both terms that can be found in a dictionary for general purposes *(Climate, Disaster, Migration)* and terms that are usually registered in a dictionary for special purposes *(Hydrologic cycle, North Atlantic Oscillation, Ocean acidification)*.

The microstructure is typical for this type of dictionaries. The entry words are highlighted in bold, and the definition is given in a regular font of the same size. The dictionary entry does not contain any labels, but this is not a disadvantage. Since the glossary is encyclopaedic, a detailed definition is given for each keyword.

The dictionary contains terms that will allow people who start studying the problem of climate change to get acquainted with the basic concepts without a full immersion in this domain.

Special dictionaries containing terms of the global warming sphere have great prospects for development since the topic of climate change is one of the most urgent in the world. The description of this sphere in digital lexicography is particularly promising as many spheres of life have been digitalized in the contemporary world, lexicography not being an exception. Dictionaries describing climate terms will help users to develop their understanding of the environmental sciences, observed and expected impacts of the climate change as well as possible responses to it. It is very important to offer modern users new reference tools for learning special terms.

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THE FUTURE OF LANGUAGE TESTING: WHAT WAY TO FOLLOW?

Teachers today are facing with the question of what to do with USE: shall we continue to test school subjects or shall we come back to the traditional format of oral interview/written composition. The discussion around language exams is especially hot. It concerns both Secondary and Tertiary level of education. On the one hand, the format that we have now for language exams is perhaps easier to be modified into traditional forms than tests for other subjects. On the other hand, socio-cognitive approach and Learning Oriented Language Testing (LOLA) give a good clue to solve the problem.

Key words: language testing, digital technologies, final exam, LOLA, cognitive approach.

To understand the future, it is always good to look back at the past. To predict the future of language testing in Russia it may also be good to look back into its past. The nearest past of it is connected with the introduction of Unified State Exam (USE). The idea of total independent testing of school-leavers before entering tertiary educational institutions is an American idea, embodied in the Scholastic Aptitude Test/Scholastic Assessment Test (SAT), produced by the College Board and Educational Testing Service as early as 1901. Nevertheless, the idea seemed fresh in the 90s and was positively received in Russia. The content of transitional/enrollment testing was coined from British system, Cambridge Assessment (or UCLES, at that time). It must be noted that the whole story started with the English test. The first pre-test was called SPEEX (St. Petersburg English Examination) and was elaborated in 2000 at the Institute of Pedagogical Mastery with the support of the British Council by enthusiastic St. Petersburg English school teachers who got access to British testing materials by visiting UK. The structure of the test was coined from the First Certificate in English, a product of UCLES. It was piloted in 8 regions and approved by schools in 2001. Since 2009 it has been the only form of final and enrollment procedures in many subjects. Mind, that by that time the popularity of high stakes testing in the US and Europe had dropped down dramatically. There was a wide public and specialist discussion claiming that academic standards had dropped, students had studied less, and had taken their studying less seriously [Shohamy, 2001, p. 20—24; Smith, 2006; Yeh, 2005: 2—3]. In the wake of the COVID-19 pandemic, around 1600 institutions in the US, for instance, decided to waive the requirement of the SAT for admissions, some schools chose to make them optional on a temporary basis only.

What way shall we choose? There is nothing wrong in testing as an instrument of pedagogical measurement. A lot has been done in the latest 20 years to improve testing materials and assessment procedures of USE by the Federal Institute of Pedagogical Measurements. Nevertheless, methodological mistakes in high-stakes testing may cost a lot to test-takers, which makes testing and assessment an instrument of social punishment.

Modern trends in language testing as they were outlined by Prof. Tony Green in his talk in 2014. They have proved to be very true for to-day's situation. They are:

- Testing for specific contexts;
- Changing relationships between testing and teaching;
- Applications of new technologies;
- Integrated skills assessment [Green, 2014]

As an evidence for the first trend, I can report that in accordance with it a working group of testing specialists at St. Petersburg State University has proposed a construct and practical application of a Unified Foreign Language Final Exam for non-linguistic universities oriented on specific contexts of professional communication of graduates in different profiles of education. It is a model of partly invariable, partly variable assessment tool measuring both general language skills and specific professional communicative competences [Pavlovskaya, Grebennikov, Kreer, 2021]. One of the principles it is based upon is the observation of psycho-cognitive factor (testing competence and testing stress-resistance of a test-taker) as well as socio-cognitive factor. The latter takes into consideration the nature of the population for whom the test is intended. Test developers must be mindful not to disadvantage the diverse individual characteristics of test takers. Test taker characteristics can include physical features (such as age and gender), experiential features (such as educational background or life experience) and psychological features (such as emotional state and motivation) [Devine, Taylor, Cross, 2017, p. 18].

The relationships between testing and teaching become closer and in the world methodology we witness the priority of LOLA approach. In contrast to high stakes testing, which measures past achievements of the test taker, LOLA approach serves for the development of future achievements of the person. It is testing FOR learning, rather than testing OF learning [Hamp-Lyons, 2017]. In the latest qualifying papers of my Ph.D. students, they try to apply this principle in their research and practice [Shcherbatyh, 2021; Rasskazov, 2020].

In the latter work we can also see the principle of integrated skills assessment. The author deals with the teaching and testing listening and speaking skills within one scheme which includes phonetic skills as a primary factor [Rasskazov, 2021].

Technological advances are perhaps the most demanding factor that influences testing development to-day. Both USE and university exams need to be more transparent, effective and valid. It can only be reached through the end-to-end technologies of the digital economy. Digitalization of educational testing does not only mean using digital media such as email, video, websites, photos, and slideshows, but also deeper modification of education with the use of big data, artificial intellect, neuroeducation (virtual reality and augmented reality), block chain technologies and others.

This is the challenge of to-day and tomorrow without meeting which education in Russia will not survive, whether we like it or not.

I have briefly overviewed the ways which can help to develop educational testing practice and testology as a science in Russia in the nearest future. Although I am not a futurologist, and I cannot say which road map will be taken first.

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WAYS TO SUPPORT LEARNER WELLBEING IN THE FOREIGN LANGUAGE CLASSROOM

The paper addresses the problem of supporting student wellbeing in the foreign language classroom. Several different definitions of wellbeing are presented. The paper describes the advantages of incorporating wellbeing into the teaching and learning process. Some challenges that instructors might face while teaching wellbeing are presented. The research indicates that the learning environment teachers create, the relations they build, the attitudes they demonstrate and promote among learners are good ways to enhance student wellbeing. The paper gives useful examples of practical activities that teachers can successfully implement in their language classes.

Keywords: wellbeing, student, teacher, language, motivation, classroom.

Wellbeing has conventionally been defined in two different ways. The first definition concentrates on feeling well, having positive experiences, and being pleased in a particular situation. The second definition has a wider scope and proposes that wellbeing comes from meaningful and purposeful life, and good social relations. In fact, wellbeing stems from being happy as well as leading a meaningful, satisfying life. One possible way to describe wellbeing is the PERMA model introduced by a famous American psychologist Martin Seligman [4]. The model presents wellbeing as the combination of five important components:

1) positive emotions (for instance, happiness, satisfaction, joy);
2) engagement (being fully involved in enjoyable tasks);
3) relations (establishing healthy and positive social connections);
4) meaning (having a clear objective in one's actions and life);
5) accomplishment (achieving individually important goals).

In recent modifications of the PERMA model, a new component – physical health – has been added. This extension stresses the close correlation between mental and physical health. A key characteristic of wellbeing is that it is changing in the course of time depending on what an individual feels, thinks, or experiences. It is important to note that every person can enhance their wellbeing through purposeful actions. There are two key ways to change wellbeing:

1) developing positive traits of character (for instance, optimism, stamina, confidence);
2) adapting to the social and environment context (for instance, community network, family situation, access to free time activities, opportunities for social relations, sense of belonging to educational institution).

It is widely accepted that one aim of education is to prepare learners to lead happy and fulfilled lives [5]. Consequently, teaching skills for wellbeing are necessary. Wellbeing has already been included into a lot of curricula worldwide as a global skill that instructors of all subjects have to incorporate into their teaching practices.

Introduction of wellbeing has significant advantages, because learners with high levels of wellbeing have better motivation, perform well in university or school, and achieve higher scores [3]. Wellbeing is also beneficial for future, as it provides learners with the competences and skills they need to lead fulfilled, enjoyable lives outside the classroom. To put it in another way, fostering their wellbeing can help learners with studying languages and other subjects and succeed in future.

The communicative approach, widely used in English language teaching (ELT) classrooms, gives great opportunities to deal with different topics, including wellbeing. Instructors can incorporate the topic of health and wellbeing at a certain stage of the lesson or series of lessons. Wellbeing can also be combined with work on other themes. For example, if the topic is devoted to climate change, teachers can talk about the necessity of connecting with natural environment for wellbeing. If the topic deals with professions and jobs, work/life balance can be discussed. The idea of integrating several teaching aims in ELT practice is supported by content and language integrated learning (CLIL) approach [1]. CLIL methods provide useful tips on how to combine two objectives such as wellbeing and English language in sustainable manner.

Dealing with wellbeing can be a challenge for teachers. Firstly, some of them may be worried about the ways to address wellbeing. In reality, some instructors do teach wellbeing, even if they are not aware of it. For instance, when teachers work in a way to eliminate student anxiety, boost learner motivation, or enhance student self-esteem, they already try to teach a learner wellbeing. Additionally, many student's books contain tasks, texts and activities concentrating on aspects of learner wellbeing, which instructors can build on.

Secondly, teachers feel that they cannot include new teaching aims into their busy schedules. However, teachers can work in a way that improves learner wellbeing with some small changes in their traditional approach in ELT. Practical experience indicates that teaching learner wellbeing can be interpreted as a continuous process from incorporating a number of wellbeing-focused values into everyday teaching practice to integrating more explicit projects and activities focusing directly on the theme of wellbeing.

The PERMA and physical health model presented above can be applied as a guide to meditate on specific actions to facilitate learner wellbeing.

A key component of wellbeing competences is awareness of positive as well as negative emotions: identifying and naming emotions, and mastering strategies for managing them [6]. For instance, learners can write an emotions diary, where they meditate on what practices caused specific emotions, how they felt in certain situations, how they reacted, and what other responses they could have. The emotions diary can focus on the learner’s language lessons or on crucial incidents outside the classroom. Methods for analyzing specific emotions can be discussed as well. For example, if learners have anxiety before a test, the instructor should teach them key meditation strategies, such as concentrating and counting the breaths so that they calm down. The teacher should also try to enhance students' positive feelings [2]. One possible way to do it is to draw learners' attention to positive things in their lives. For instance, students can keep a gratitude diary, in which they note down from three to five things every day that they are thankful for and the reasons they are grateful for them. The gratitude diary can be devoted to any aspects of learners' lives, in educational institution and outside it. Before beginning the diary, instructors can brainstorm ideas with all students to help them find out some small things every day that they should learn to consider more carefully.

Having things students enjoy a lot and get completely absorbed in, they do not notice the passing of time, so that is becomes very conducive to wellbeing. One way to achieve engagement in class is to use motivating teaching methods which boost learner involvement and activity. Particularly, project work and assignments, in which learners have a certain degree of choice about ways of studying, topics, and forms to present results, can be encouraging. Practical experience indicates that students perform better if they feel that they can impact their learning, even partially, and if they can guide some of their learning content to meet their individual interests and needs.

It is important to emphasize that positive relations are crucial for wellbeing. That is why providing safe classroom environment and good group dynamics are so essential for learner wellbeing. Ice-breaker tasks and activities where learners meet each other in person can be a good example to encourage positive relationships.

To develop interpersonal skills, teachers can instruct learners explicitly on active listening strategies and how to show curiosity about and interest in other people, particularly being a careful listener during speaking activities with groupmates.

Learners can also be motivated to share what they value and like about each other via posters of peer appreciation and compliment circles. These tasks can help learners get to know how to receive and give compliments, which allows to establish positive learning environment.

One more useful task is discussing students' multiple identities, accepting individuality and reflecting on similarities rather than differences. For instance, learners can find out their commonalities, starting with more evident things such as gender, age, and then move to more personal things such as hobbies, family, past experiences, values, favourite films or books. More advanced students can also analyze textbook images and meditate on how inclusive these visuals are.

Feeling capable of achieving results and being empowered are central dimensions to accomplishment. To achieve this, it is necessary to teach students to develop a growth mindset about their studying, which means they can master the skills they require to succeed in language learning. One example of mindset work is an open discussion of student expectations of language learning skills and success. For instance, learners can discuss whether they agree or disagree with ideas such as “Errors are always an opportunity to enhance your language skills’, “Some individuals have a natural ability to learn languages", "My skills as a language learner are stable and cannot be altered". Learners can study the factors which are conducive to language learning success and which of these aspects they can control and influence. Students should consciously meditate on what they have achieved in language studying, focusing on their success and strengths.

To summarize, being teachers, we are responsible for supporting our learners in achieving their language objectives. We can introduce efficient tools in our English lessons to help students succeed in class and beyond. Wellbeing is a key human right, and teachers can take small or large actions to boost wellbeing of their learners. Every teacher has a great potential to make a difference to learners' wellbeing in their present and future lives.

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STANDARD ENGLISH FOR RESEARCH PUBLICATION PURPOSES: TO BE OR NOT TO BE?

Although modern English exists in a number of national and regional varieties, international English-medium journals where modern scientists strive hard to publish tend to orient non-anglophone authors toward the norms of the anglophone countries of the inner circle, mainly British or American Standard English. Nevertheless, articles that abound in striking lexical, grammatical and stylistic deviations from these standards are not too difficult to find even in the most authoritative high impact scientific journals. The paper analyses the causes and effects of this situation on teaching academic writing and claims that the model of teaching English for research publication purposes cannot be pluricentric.

Key words: academic writing, academic publishing, World Englishes, language variety, Standard English, standardisation, language teaching.

As the use of English had been steadily rising since World War II to make it a truly global language by the close of the 20th century, the old Standard English debate gradually widened to embrace the World Englishes (WE) perspective. Linguists came to realise that the spread of English in the world had led to its pluricentricity, and today it exists in many generally recognised varieties (World Englishes) - from the long established British and American, to the much more recent Indian, South African, Singaporean, German, Norwegian (to name a few) varieties, all at different stages of standardisation. According to Braj Kachru's famous model of three concentric circles of English, countries of the inner, and also, to a large extent, of the outer, circles have already established their own norms of pronunciation, vocabulary and grammar, and even the expanding circle nations are developing their regional varieties of English (Danish, Russian, Dutch, Chinese, Japanese, etc.) [8].

Thus, the key tenet of the WE paradigm is that modern pluricentric English reflects multiple identities and represents a repertoire of cultures and mentalities, including those of its non-native speakers whose right to develop the language must be recognised and respected. Teachers of English, however, as language practitioners, are not as happy with these developments as sociolinguists and other language theorists may be: indeed, if the rights of all varieties of English are equal, the question of which English to teach at different levels of education, including higher education, is bound to arise.

A large bulk of academic literature addressing the pedagogical implications of the WE paradigm has accumulated by now, but it is widely admitted that WE-aware pedagogies are being translated into practice rather slowly and very unevenly. Which variety of English with its standards to use as a model in the classroom and whose culture to teach seems to be largely determined by the level of language: for some levels, clarity has already been achieved, for others it is still a long way off. Thus, the WE paradigm principles of teaching English pronunciation to the non-native English speaking communities of the outer and expanding circles have been successfully established, tested and proved effective [10], while, for example, teachers of writing, particularly academic writing, are at a complete loss, and getting more and more confused as new controversial proposals and revolutionary ideas are being put forward.

Suffice it to recall in this connection that proponents of the English as a Lingua Franca approach with its monocentric perspective and focus on functionalism approve of many serious deviations from the inner circle standard grammar and lexical norms as "not impeding comprehension" (e.g. absence of third person singular *–s* endings in present verbs; interchangeability of *who* and *which* introducing attributive clauses; use of uncountable nouns in the plural; elimination or unusual use of articles; etc.). On the other hand, a pluricentric approach implemented in the model of teaching English as an International Language proceeds from the premise that each standardised regional variety of English deserves being taught to its speakers, taking for a classroom model an educated bilingual user of the region with fluent performance and high competence who has successfully mastered English for intercultural communication at the acrolectal level. For Russian academics, for example, such a model could be a Russian scientist regularly participating in international projects and conferences in English [5]. This approach, however, amounts to very much the same core of typical deviations from the native inner circle norms (lack or unusual use of articles, avoidance of the perfect tenses, etc. [8, p. 530]) complemented by some idiosyncratically Russian ones [7] – or, as the case may be, Chinese, German, Arabic and the like.

Academic writing is a very specific domain of language use where normative focus has always been considered natural and overwhelming and the idea of multiple standards is particularly hard to accommodate oneself to. It is the sphere where orientation towards native speaker standards in English language teaching is traditional and deeply entrenched in the minds of both English language teachers and their students who strive to master "proper" English to be able to publish in English-medium international journals. Academic publishing, for that matter, is a high-stakes prestigious field: participation in it is necessary for researchers' career prospects and reputation enhancement; allocation of grant funding heavily depends on the applicants' publishing activity; for publishing houses, global academic publishing is profitable business.

Since the late 1990-s, the interest in the study of academic writing has been steadily growing, so has the flow of research into the field and the number of publications. Several important issues were thoroughly discussed and clarified by the interested theorists and practitioners, and the results of some discussions are worth noting. Thus, Ken Hyland, a well-known British researcher in the field of academic discourse, challenged the notion of linguistic injustice to non-native English-speaking scholars in academic publishing claiming that such an assumption is ill-founded and native-speakers of English encounter the same difficulties as non-native speakers when it comes to academic writing which is no one's first language [4]. Evidence provided by other authorities in the field proved, however, that overall, native speakers' linguistic privilege is not a myth [Flowerdew, 2019]. Practicable ideas of how to help English speaking academics from the outer and expanding circles nations get out of the predicament are not many and mostly boil down to striking a balance between the recently recognised and canonical (i.e. British and American) standards of English rather than advising to substitute the former for the latter straightaway. Thus, the varieties could be sequentially arranged on the temporal axis: students use their own varieties for early drafts but are taught the dominant written English standard as well as copy editing skills so that their final product conforms to the expectations in the academy [2]. A spacial modification of Elbow's model would "accommodate more than one code within the bounds of the same text" [1, p. 598]. Both code switching and code meshing, however, rely on time to make a difference and proceed from the premise that accommodation of local Englishes in academic writing is a long-term goal.

Incorporating the WE paradigm in teaching academic writing, therefore, is much more difficult than in general English or even academic reading, speaking or listening comprehension classes. This arduous task requires extensive additional research to be able to persuade teachers and learners as well as a significant number of mediators, sometimes referred to as "literacy brokers", that the resulting multiplicity and variability of standards of language use (vocabulary, grammar, rhetoric, tone and style) on the pages of the same journal will, in the long run, be for the good of science and scientists, rather than harm.

Long years of teaching English to natural scientists have convinced me that they routinely, on a daily basis, have to scan through pages and pages of English texts to keep abreast with the latest developments in their field, and what they value most about academic writing is the ability to give a comprehensive picture of the work done in as short a time as possible. This is achieved by consistently following the rational principle of maximum standardisation of the form and content of each piece of writing: the unified IMRAD model of text structure of all abstracts and research articles; uniformity of certain language features (for example, verb forms) within each of the text sections; every journal's uniform submission requirements for researchers, etc. Unification has even affected the two main varieties of English and their boundaries are getting fuzzy due to globalisation of mass communication media, cinema, television, advertising, etc. and the increasing number of transitions of features of one variety to the other [9, p. 184]. In this context, multiple WE with their different standards of grammar, vocabulary and style, are in direct contradiction with the general trend towards unification and seem fundamentally inappropriate. As for the culture of the speakers of every particular variety of English that is supposed to underpin the verbal fabric of their texts and signal their identity, this information is considered superfluous and even harmful, because it distracts scientists from their main task of quickly and accurately understanding the essence of other scientists' research.

Nevertheless, by willful decisions or inexcusable oversight of impatient proponents of English pluricentricity, articles that abound in striking lexical, grammatical and stylistic deviations from the established standards of written academic English are finding their way into print even in top-ranking journals indexed by Scopus and Web of Science, in both sciences and the humanities. Research articles from the latest issues of leading international journals in the specialist fields of master and postgraduate students have traditionally served as a model in class and have been used at examinations, but their language is no longer characterised by uniformity, as we showed elsewhere [6], and in some cases has to be heavily edited before being brought to the classroom.

The dominance of clear-cut and thoroughly studied inner circle standards of English writing certainly has benefits for academic publishing: it has fostered great scientific progress and international collaboration. Unfortunately, notions of standard language are often used manipulatively and judgmentally to exclude speakers of non-standard varieties, and this is what the WE paradigm is challenging and aspires to change. Nothing in language is immutable, and eventually norms get adjusted to ongoing changes in language usage, but trying to expedite these processes artificially for ideological and political reasons might do harm, particularly in such a conservative sphere as academic writing where "fragmentation" of English is naturally constrained by the urgent need for mutual intelligibility on a world scale. As Peter Trudgill, one of the best-known sociolinguists, put it as if in response to the question posed in the title of the present article: “From an educational point of view, the position of Standard English as the dialect of English used in writing is unassailable” [11, p. 218]. However, which way this standard is going to drift in the modern pluricentric English-speaking world, remains to be seen. It is only clear now that this drifting is not uniform, but multi-speed, and depends on the disciplinary identity of scientific discourse (linguistics / other humanities / natural sciences / exact and technical sciences), its mode (oral or written), language levels (phonetic, lexical, grammatical, pragmastylistic) and the prevaling attitudes to correctness of speech in receptive and productive language activities.

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APPLYING LEGAL THRILLERS IN AN ESP CONTEXT

The article deals with integrating novels of a famous American writer John Grisham into an ESP programme for students of law. The cross-cultural, professionally-oriented and linguistic aspects of the novels *The Client* and *The Street Lawyer* are considered as examples of integrating extensive reading into ESP and CLIL law contexts. Upon the completion of the reading projects the students reflect on their experiences by filling in a survey. The findings show the participants can develop professional legal competence when discussing and interpreting the author's novels while studying the US legal system. The professional themes on the basis of the novels include legal profession in the USA (the court system, an attorney, investigators, FBI), the system of justice, the program for witness protection, combating organized crime and many others.

Key words: Legal thrilles, ESP, CLIL, law students.

Reading detective stories and novels is an important tool for law students to develop their professional competence and language acquisition. Modern approaches to teaching a foreign language to students of non-linguistic areas of training determine reading as a channel of introduction to the global information in the context of language learning. In accordance with the concept of integrative literature and L2 language teaching the focus of teaching can be shifted from literary to non-literary and from language learning focus to no-language-learning focus [4].

At the same time, the effectiveness of the reading process is associated with active reading by students when working with the text. Moreover, while reading extensively a purposeful, reflexive, and semantic processing of information takes place in English, which contributes to the development of foreign language communicative competence [3, p. 75].

The communicative competence of law students is developed largely in the framework of the program "Foreign language in the field of jurisprudence (English)". The focus is on critical and professional thinking, shaping professional culture and strengthening the professional self-awareness of law students.

The teaching is based on the following fundamental principles of didactics: the principle of mindfulness; communicative approach; differentiated and integrated teaching; activities; visuals; accessibility and durability; individualization; sequence; heuristics, etc. [5, p. 79—84].

We start a reading project by analysing the novel's potential in the context of ESP (English for Specific Purposes) and CLIL (Content and Language Integrated Learning) both aimed at developing professional communication skills of future lawyers.

The preparatory stage for reading is an important element of the effective use of the graded literary text. As a part of our research, preparatory work with the text includes both extralinguistic background information and thematic content analysis in order to identify the semantic dominants of the legal thriller [6, p. 615].

This research project is based on the adapted novels *The Street Lawyer* and *The Client*. The author of the novels is John Grisham, a well–known American lawyer and writer of the detective genre, the author of famous legal thrillers: *Time to Kill*, *The Firm*, *The Case of Pelicans* and many others. *The Street Lawyer* in the original was published in 1998 [1] and the *The Client* in 1994 [2].

Being a professionally oriented genre, the legal thriller contains a lot of professional terminology from various fields of law, for example, *witness*, *court*, *power*, *family law*, etc. The language of the novels presents professional speeches of lawyers, judges, police officers, criminals and other characters.

In this regard, the analysis of the thematic content of the novels is necessary to do. The novels that are offered to students for reading are adapted according to their level of proficiency. *The Client* is for elementary students, *The Street Lawyer* and *The Rainmaker* are for pre-intermediate level and *The Firm* is for intermediate level. This means, that all students no matter the level, can be involved in reading legal fiction in English as an additional source about legal matters. All the books are available online and are linked to the online dictionaries and audio files which makes the reading process more enjoyable.

The adapted novel *The Street Lawyer* (Intermediate level) consists of 14 chapters, which we can divide into semantic blocks: Legal profession in the USA; Legal education; Law schools in the USA; US Criminal Law; Protection of social rights in the USA; Preparation for a court case.

Another novel *The Client* (Pre-intermediate level) consists of 17 chapters, featuring a criminal case that was witnessed by two children. We also divide the text into 7 semantic blocks: criminal cases (killing a senator, committing suicide); the work of the police and the FBI agencies in two states; the attorney’s work; the judge’s activities; prison for children; witness's evidence; witness protection program.

Since these novels are used to improve reading skills for professional purposes, a number of tasks were developed to expand legal vocabulary and terminology relevant to the Common Law legal system and eliminate language difficulties associated with the translation of phrases and sentences.

Another group of exercises deals with the content proper, e.g., – "Fill in the "Characters" table with the relevant information on the basis of the text.

1) "Which statements correspond to the plot" where the focus is on detailed information.

The third group of tasks is oriented towards post reading activities, for instance, discussing and writing about the main issues depicted in the book and participating in teleconferences with foreign students and professors from partner-universities and law professors from PSU to discuss some differences between legal systems.

An assessment of the additional reading assignments was completed through a number of traditional methods (Q-A sessions, discussions, surveys, written summaries).

The traditional assessment of the reading assignments is carried out through the survey filled in by the law students upon the completion of the reading project, including the following questions: *What have you learned about the American legal system? What surprised you most? Did you like the book (1)? Did you find it useful to read extensively? Why/ Why not? Did you find it difficult/easy to read? Why/Why not?* All the comments of the students are divided into several categories: "Professional Issues and Experience", "Judicial System", "Legal Terminology and Legal Metaphors", "Reader's Experience" and "Improving Level of English".

The students' feedback usually demonstrates satisfaction with the process of acquiring professional knowledge while reading fiction covering their future area of expertise. They also mention the growing confidence in their ability to be independent readers and motivated learners of the English language. The participants are highly motivated to read the novels since they found the plot intriguing and professionally oriented. The students also note that they improved their reading skills.

In conclusion, the potential of using the adapted legal thrillers by law students can contribute to raising their awareness of legal matters in other counties, their cultural competence and improving their language and communication skills. It might be a good practice for ESP/EMI teachers to include fiction in the course materials for other legal disciplines. This integrative method of reading fiction for the ESP and CLIL course is beneficial for all aspects of the educational process and can be easily applied in the digital era.

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PERM AND LOUISVILLE: CULTURAL HERITAGE OF SISTER CITIES PROJECT

The project *Perm and Louisville: Cultural Heritage of Sister Cities* was launched in May 2021 for young people from Perm and Louisville. There were a number of events including two translation competitions of works by famous writers from Kentucky and Perm Krai, four online meetings for the youth of Perm and Louisville, a presentation contest "My favorite writer", a photo exhibition "Cities and Rivers", a city conference "Perm-Louisville 2021: Opportunities and Prospects". Overall, there were 875 participants from the two countries. The project proved to be a unique event which contributed to the young people's cultural awareness.

Key words: international project, translation competitions, students, cultural awareness.

The aim of our article is to analyze the results of the project *Perm and Louisville: Cultural Heritage of Sister Cities* which was initiated by the Perm English Language Teachers' Association, the Faculty of Foreign Modern Languages and Literatures at PSU, the Perm Regional Library and Perm City Non-Govermental Organization *Perm Committee of Sister Cities Perm-Louisville*.

The purpose of the project was to popularize the idea of sister-city movement among young people, keep the good old relationships and build new ties in the field of culture, education, and disseminate information about the history of relations between Perm and Louisville.

The project was implemented at several stages in terms of the content and the participants' age groups. So, we applied a graded approach to the selection of the excerpts taking into account both the participants' age and their proficiency level of the English language.

At the first, September stage, of the project, a translation competition of excerpts from the works of famous writers from Louisville and Perm for university students was held in an online format. Later, 8—11graders of Perm schools and students of secondary vocational educational institutions were invited to participate in the second round of the competition (stage two). The participants had an opportunity to select from 3 sets of texts, two for translating from English into Russian and one set (2 excepts) for translating from Russian into English.

For the translation competition from English into Russian we chose two 300 word excerpts from a detective novel *A is Alibi* by Sue Grafton [2] for university non-linguist students and high school children. For advanced students and students of linguistics an excerpt from Massie Robert's *Peter the Great* [4, p. 1] and an excerpt from *The Healing* by the Afro-American writer Jones Gayl [3, p. 2] were offered for translation.

The Russian pieces for translation were selected from the novel by Yuri Aslanyan *The Territory of God* («Территория Бога») written in 2006 [1, p. 5]. The selection of the material was implemented by professors of literature from PSU, English professors and the workers of Perm Regional Library.

In total we received 135 entries from students of eight universities of Perm and 332 entries from high and vocational schools of Perm.

All the entries were thoroughly reviewed by a team of English teachers and Master students. The translation criteria were based on several parameters: relevance to the cultural and linguistic background, relevance to the context and specifics, equivalence to the quality of the transfer of the original text, the quality of language use and the layout of the original text.

The majority of the translations were highly assessed since they met the above mentioned requirements. However, some works were found to have been translated using the automated online translators (Yandex or Google Translator) and thus were qualified as irrelevant.

Below is the excerpt which appeared to be the most complicated one for the participants.

My name is ***Kinsey*** *Millhone. I'm a private investigator, licensed by the state of California. I'm thirty-two years old, twice divorced, no kids. The day before yesterday I killed someone and the fact weighs heavily on my mind. I'm a nice person and I have a lot of friends. My apartment is small but I like living in a cramped space. I've lived in trailers most of my life, but lately they've been getting too elaborate for my taste, so now I live in one room,* ***a "bachelorette". (Sue Grafton).***

These students failed to identify the main character's gender, who was a female detective, whereas the students translated this character as "he". Obviously, they did not pay attention to the suffix "ette" and the name "Kinsey" which is a female name.

As for the Russian original text of the detective novel by Yuri Aslanyan, most participants chose the following excerpt for translation:

Инспектор подходил к старой охотничьей избушке – стояла каменная тишина. Он двигался очень осторожно, чтобы не допустить неожиданной встречи. Из прибрежной осоки взлетела пара уток… Каждый в мире таится, как может. Вот и белка скрылась на другой стороне ствола – ярко-оранжевая, с длинным черным хвостом. А глухарь, он заметил, совсем замер – притворился черным сучком. Это по тайге пробежал негромкий, тревожный слух: господин идет, человек, страшный зверь.

В домике никого не было. Он прикоснулся ладонью к печке – теплая. Час, наверное, прошел, как топилась. Кто-то пришел из Азии, из-за Уральских гор. Похоже, что один… А куда делся-то – ушел куда? (95 words) [1, p. 5].

The best 12 translations from the Russian novel were forwarded to professors Michael Losavio, Tom Dumstorf and ten students of the University of Louisville who study the Russian languages as their minor. Tom Dumstorf teaches Russian. He and his students went through all the works together, analyzed them, and ranked them together. We had Zoom sessions with the American students discussing the strong and the weak features of the translations. Here is an example of the US students' assessment: "Orlov A.: *Ended better than the rest. We like the choice of **"woodgrouse"** over **"capercaillie". "Knot"** is a better word choice. Best overall in grammar and clarity*."

At the second stage, in October of 2021, a city presentation competition in the English language about Perm poets and writers was held among Permian students of grades 5—7. In this competition 75 school children took part and presented on classical and contemporary Perm poets and writers. All participants were awarded participation certificates, 61 best winners of the competitions received small souvenirs.

In addition, three online meetings were organized to discuss some contemporary literature issues in Louisville and Perm.

At one of the meetings, for example, the speakers, involved in the sister-city collaborations of Perm and Louisville, shared their impressions of the project and presented brief talks on various topics of cooperation between our cities in the field of education, culture and literature of Perm and Louisville. Those meetings were held both for the youth of Louisville and Perm. 141 participants attended the international conference *Perm-Louisville 2021: Opportunities and Prospects*.

Within the framework of the project, an exhibition of books and materials *Perm – Louisville: Facets of Cooperation* and a photo exhibition *Cities and Rivers: Perm and Louisville* were also organized. Twelve photographers from both Perm and Louisville sent their pictures for the event. The exhibition was visited by 160 people at the Regional Library and there were 335 views of the virtual photo exhibition in Russian and 313 views in English.

In conclusion, a total of 845 people took part in the six-month project *Perm-Louisville: Cultural Heritage of the Cities* [5]. It had become the winner of the XXIII city competition of socially significant projects *The City is Us* and proved to be successful. It resulted in attracting young people to the cultural and literary heritage of the sister-cities, developing research skills and sharing positive experiences in solving social problems, participating in educational and cultural online exchanges, attracting new people to international cooperation, expanding partnerships and strengthening friendship between the sister cities of Perm and Louisville.

The project became possible thanks to the involvement of the Perm English Language Teachers' Association (PELTA), which played a key role in attracting a great number of participants and organizing such important events for the city of Perm and the region.

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PROJECT WORK: COGNITIVE AND LINGUISTIC ASPECTS

Project Based Learning (PBL) implies that a student should research a topic of his choice within the project framework focus and finally present the results of this research with further reflection of the whole process. The paper focuses on the stages of the project work, teacher's roles at each stage, comments on how to properly organize the learning process and discusses the ways to use self-reflection tasks.

Key words: project work, cognition, language competency, critical thinking.

Modern English Language Teaching incudes Project-Based Learning (PBL) as one of its methodological aspects. The idea of this approach is the question that students believe to be the most relevant to answer which students need to work with authentic sources to subsequently present their research. This implies that a student should research a topic of his choice within the project framework focus and finally present the results of this research, which stimulates "collaboration among students, teachers and other participants of the educational process" [3, p. 315]. The subsequent reflection of the whole process is then submitted. PBL is said to promote language learning and has "a high surrender value": students may have developed confidence in communication (disregarding minor language inaccuracies) [8, p. 31]. In this respect, Project Based Learning encompasses receptive skills developments through reading authentic texts to answer their research question, which promotes critical thinking [Parrish, 2019].

Project Based Learning is a popular methodology among teachers of both STEM and non-STEM students [7].

The paper focuses on the three major stages of the PBL, the organization and self-reflection tasks.

PBL includes three major stages: 1) pre-production; 2) production; 3) post-production [*Developing a multimedia project*. n.a.].

At the pre-production stage, students get into project groups, brainstorm and formulate the research problem based on their interests. The survey of STEM students (Year 1, NUST "MISiS") showed that brainstorming is perceived as the most challenging part of the project work by the majority of students (41%) (Fig. 1). The teacher's tasks at this stage include facilitating the work by demonstrating brainstorming techniques (for example, mindmapping, silent brainstorming, rapid ideation), guiding their thinking activity and creating a friendly rapport.

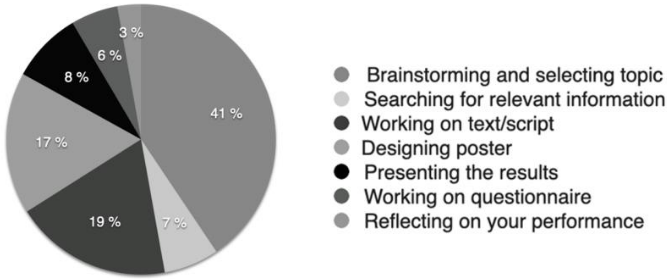

Fig. 1. Survey results on the most challenging part of the project work (Survey: https://forms.gle/dLRpfH5jauEGGxqb8)

The production stage of the project includes the following activities: researching, discussing, analysing the information obtained, synthesising sources, creating a final product in the chosen format (e.g., a poster) and its further presentation to the groupmates. At this stage, online boards, such as trello or miro, can be of help to the teacher. To monitor each group's work the teacher may wish to create a google sheet which would include a project title, team participants' names, links to students' online boards, a research problem and a research question, a hypothesis (hypotheses), links to students' surveys and to the document with a final product outline.

The teacher is advised to work with project groups separately to discuss their work, provide methodological and/or lexical support.

The final project presentation includes speaking in front of other language groups to simulate a real life public speaking situation and dealing with questions from the audience. At this point the teacher invigilates (i.e., announces the presenters and their project topics), facilitates (i.e., encourages questions from the audience) and behaves as a model (i.e., speaks correctly and asks sample questions).

The post-production stage implies peer evaluation of the project presentations, written self-reflection, and the teacher's grading against the given criteria.

Self-reflection in teaching English as a foreign language has recently become popular to trigger analysis of the actions taken throughout the project work [4; 6] and to foster students' decision-making ability by admitting their weaknesses and suggesting ways to improve their future performance [1].

A self-reflection written assignment contributes to language competence (writing skills – style, layout, organization, grammar, syntax, lexis, and spelling) and metacognitive skills (analyzing, evaluating, and identifying students' own learning style) development.

Two most common formats of self-reflection include a reflection essay and a guided self-reflection. The former is more appropriate for B2+ levels who can express their feelings on the experience in an organized way following the academic writing (essay) basics: structure, coherence, style and using advanced enough vocabulary and grammar. The latter format (a guided self-reflection) is more for lower-level students: it helps scaffold students' answers allowing answers of at least a 30-word paragraph. Both genres proved to be effective making an ordinary writing task more individualized and help students write about their concerns and their personal involvement without major language-related hesitations. To increase the level of difficulty to B2+ students, the teacher may wish to set a word count as a separate criterion. The downside to this written task is that students who are not familiar with this activity normally overgeneralize and substitute genuine reflection of their personal experience with shallow responses, as demonstrated in Figure 2.

1. Now that it's over, what are my first thoughts about this overall project? Are they mostly positive or negative?	
It felt like finishing a series with 300+ episodes, each for an hour. After I was a bit lost for a moment, I was mostly positive about what we've done and about the fact that I can finally go to bed (but I was too excited to fall asleep that morning).	My first thought was that we did a great job. Of course, we had some failures, but we'll try to fix them next time.

Fig. 2. Genuine and shallow types of essay reflections.

Higher-level students are expected to effectively use the Passive Voice, the Continuous tenses, Past Modals of Speculation. The lexis is supposed to include frequent use of adverbs, personal pronouns, collocations and project-related vocabulary, i.e., specific words. Syntactically, the sentences imply both complex and compound structures. Lower-level students, on the other hand, write in simple sentences using basic Grammar structures, which does not seriously prevent them from completing the task.

Thus, introducing self-reflection written assignment into the Project Work allows students to boost both language and cognitive skills. This demonstrates them that English can be used outside the curriculum as a medium of thinking, learning and communication.

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DICTATION AS A STILL FUNCTIONAL DEVICE FOR TESTING ENGLISH

The present article dwells on the role of dictation in teaching English to university students. The main types of dictation that aim to consolidate and strengthen the acquired language skills are analysed. A number of examples of the use of different dictation types practiced by the author for testing at foreign language classes are given. The expediency of returning dictation to the practice of teaching English is substantiated. The author concludes that the combination of different forms of dictation can provide invaluable assistance for the formation of foreign language communicative competence in students of different training profiles.
Keywords: dictation, dictogloss, dictocomp, dictation with transformation, formation of foreign language communicative competence, higher school.

The prehistory of dictation goes back to the days of scriptoriums, manuscript-writing workshops where calligraphers penned books by dictation. In the Middle Ages, teaching of native language, in the absence of books, primarily took place through dictation which was practically the only way to convey the material of the lesson [3, p. 121]; no attention was paid to mistakes in the written material, since the main target for learners was to understand and write down what was being dictated.

The attitude of methodologists to dictation, as one of the means used in teaching a foreign language, varied depending on the direction predominant at a particular period of the methodological history. It cannot be asserted that dictation is a popular tool in modern foreign language teaching practice. This type of activity is considered by many scholars as old-fashioned and being of little use, since it is the simplest form of teaching, involving "linear" presentation of material, when input is followed by comprehension and output [4, p. 12].

Many pedagogues believe that dictation is a very time-consuming learning activity and represents a teacher-centred style of training.

P. Davies and M. Rinvolucri attempted to move away from the traditional practice and apply an unconventional approach to dictation. The authors showed that dictation can be of different types and combinations, and if a pedagogue undertakes certain kinds of transformation of the original text with a view to restore, reconstruct, expand, constrict, modify it, then dictation can become an extremely entertaining learning activity. In addition, it can serve as an excellent way to test literacy as well as a means of stimulating verbal and cogitative activity [1].

Among the different types of dictation, *dictogloss* stands out – its name is derived from the combination of the words "dictation" and "gloss". The latter means "explanation, interpretation or paraphrase of the text". *Dictogloss* is much similar to the essay. This type of dictation has gained recognition in foreign language teaching practice in Australia and the West quite recently (in the 1990s) owing to the work by R. Wajnryb [6].

Dictogloss can be defined as supported dictation. It has a special preparation and delivery procedure. The students are presented with a small text which is appropriate to their level of training and meets the objectives set by the teacher. The text is read two or three times at an average speed. During the second reading, the students can write down words or phrases which will subsequently serve as supports. "Supports" can also be represented by questions to the text or concept maps prepared by the teacher, as well as pictures and graphs. After that, the teacher gives an assignment to reconstruct, reproduce the text, using the necessary lexical and grammatical forms.

Although *dictogloss* was designed as a tool for developing grammatical skills, it essentially covers all of the four types of verbal activity, and forms what is commonly referred to as the "integrated skill" which is a result of interaction of four complex skills – listening comprehension, writing, reading and speaking.

Another interesting type of dictation can be found in the methodological literature, referred to as *dictocomp* (dictation + composition). To engage in this type of work, the teacher needs to choose a short text suitable for the students. Before doing so, they should be prepared for perceiving the text by following the steps below:

– the teacher should focus the students' attention on the subject (e.g. by brainstorming);

– explain necessary words and expressions;

– make sure that the students understand the assignment [5].

The teacher then reads the text at a normal speed while the students listen to it. After that, the text is read again at a normal speed with pauses between the sentences; the students write down the key words and the content. The students' task is to write down the text they have listened to. The teacher can also ask the students to continue the text by describing their own vision of development of the story. Thus, dictocomp can be defined as a creative learning activity.

Dictation with substitution is the most popular type of dictation with students. It can be held in groups of different level. The antonyms, previously worked over in different test exercises, are included in the dictation text. First, the whole text is listened to; then individual sentences are dictated at a slow pace. If the students have difficulty in 'recognising' the replacement words, they can be accentuated by voice. After listening to each sentence, the students should write them down by changing the words to the opposite of what they mean.

The students with higher level of proficiency (pre-intermediate/intermediate) can be offered dictation in pairs for correction of mistakes. The sentences are dictated only once. The words to be replaced are not accentuated by voice; a student has to hear the mistake himself/herself.

Another type of dictation is *dictation with grammar transformation*. Such dictations can be held quite often. The students themselves can prepare the dictation material and dictate the sentences. The idea behind the dictation is that the students transform the original sentence into a sentence with a different grammar and make changes based on the replaced grammatical model. The task is clearly formulated by the teacher. Below are some examples:

He works in the office. ---> *He doesn't work in the office.*
They're usually busy at 7.00. ---> *Yesterday they were busy at 7.00 too.*
She is at work from eight to five. ---> *Is she at work from eight to five?*

The students can be asked to write a dictation by combining two sentences into one, repeating or checking the use of logical connectives (e.g., conjunctions *when, while, so, and, but, because*).

Gapped dictation is also worth mentioning. This involves a variation of paired or bi-directional dictation which is executed by the students (A and B) in pairs. They dictate every sentence in turn slowly, including the parts missed in their partner's text at the same time. There is another way to practice this kind of dictation. The teacher dictates the text. The students view a sheet with three options. The number of gaps to be filled in gradually increases in each of them. After the gaps are filled in, the part of the sheet with this text is folded up and closed, so that the student cannot see the previous version.

To summarise, it should be noted that dictation as a method deserves broader use in teaching foreign language to university students. The combination of different forms of dictation can provide invaluable assistance in shaping communicative competence of different-profile students.

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THE ROLE OF LSP DICTIONARIES IN OIL AND GAS ENGLISH CLASSES

In the digital world paper dictionaries are being replaced by electronic reference books both in high school English classes and translation bureaus. In this regard, LSP consumers (experts, leaners, teachers, translators) face the challenge of finding multifunctional resources that not only translate terms, but also provide encyclopedic data and visual support for a better understanding of the subject field. Thus, a new type of oil and gas dictionary is being worked out in Gubkin Russian State University of oil and gas (NRU). It should be noted, that the electronic dictionary is to promote a comprehensive representation of oil and gas terminology offering: English-Russian translation of the entries, bilingual encyclopedic information, visual illustration.

Key words: oil and gas terminology, LSP, dictionaries, user’s demands.

One of the most important aspects of learning a foreign language in technical high schools is mastering its specific vocabulary, which is crucial for adequate perception and communication of both experts (geologists, geophysicists, drilling operators, chemical engineers and other oil and gas specialties) and non-experts (i.e., students, foreign language teachers, translators). Currently, online dictionaries are more popular among the users for upgrading LSP vocabulary than the paper ones due to the following reasons: 1. availability of the resource on personal smartphones or PCs\laptops; 2. interactivity, i.e. it is possible to shift from one article to another on a hyperlink which provides the user with extra data on the pronunciation, context illustrations, grammar data, etc.; 3. unlimited volume, i.e. the online dictionaries are constantly updating the entries, definitions or translation, illustrations, etc. [1, p. 8] The purpose of the research is to make an overview of oil and gas dictionaries and their role in the English classes at Gubkin Russian State University (NRU) of oil and gas for developing both communicative and comprehension skills of the students.

The characteristic features of the new teaching approaches are interdisciplinarity, integrity, methodological pluralism, transparency of the process of cognition and integration of various types of information [3]. Thus, Gubkin University provides the introductory course on "Petroleum Engineering" study programme for the first-year students in the Russian language in the first place, so as to get them prepared to take the same course in the foreign language either English, German or French.

According to the self- imposed educational standards Gubkin University offers the foreign language programme which focuses on the developing of the graduates' ability to conduct professional communication both orally and in a written form. Thus, one of the foreign language programmes, offered to the students of the faculties of Oil and Gas Field Development, Faculty of Design, Construction and Exploitation of Pipeline Transport Systems, Faculty of Mechanical Engineering, Faculty of Petroleum Geology and Geophysics, Faculty of Chemical and Environmental Engineering and others is called the "Petroleum Engineering" programme. It is worth mentioning, that the textbook “Petroleum Engineering” was written by the professors of the foreign languages department specifically for the Gubkin University attendants. The teaching strategy is based on the following texts: “Oil Industry”, “Oil Business”, “Natural gas”, “Ecology”, which provide training of the basic oil and gas concepts and terminology, *e.g., oil origin, crude oil and refined products, fossil fuels and alternative energy sources, oil business segments, oil production operations, oil and natural gas storage, oil and gas transportation, environmental issues.*

Due to the intensive development of new information technologies and digitalization of modern lexicography the oil and gas terminographic market offers the dictionaries of new generation. The following online products are available and can be widely used at the English classes for mastering oil and gas terminology: *Professional English-Russian-English Online Dictionary Oil. Gas. Chemistry* (http://trenoga.com), *Bolshoi English-Russian Dictionary on Oil and Gas* (https://slovar-vocab.com/englishrussian/big-oil-gas-vocab.html), smartphone application *Oil and Gas Dictionary* developed by VarLab, Inc. for android (https://apkpure.com/oil-gas-dictionary-unit-co/com.muhsinsodiq.petoildict), iphone application 1,500 *Dictionary of Oil & Gas Terms 4+ Sand Apps Inc*. https://apps.apple.com/sn/app/1-500-dictionary-of-oil gasterms/id489726390 .

The results of the lexicographic analysis of the above-mentioned resources shows that *Professional English-Russian-English Online Dictionary Oil. Gas. Chemistry* (http://trenoga.com) seems most informative for the classroom activity. The microstructure of lexical entries provides the user`s with translation, definition, encyclopedic comment, paradigmatic data (synonyms, antonyms):

Аббревиатура PRP
Значение Pipeline routing permit
Перевод (тр., стр.) разрешение на строительство трубопровода
Комментарий документ, в котором согласовывается маршрут и расположение будущего трубопровода и сопутствующих сооружений the rout for the pipeline and associated facilities, условия подготовки полосы временного отчуждения conditions

for right-of-way preparation, монтаж трубопровода pipeline construction, уборка территории clean up и восстановление плодородного слоя restoration; основные этапы трассовых подготовительных работ – обследование трассы трубопровода и полос отвода surveying the right-of-way; ….. рекультивация земель restoring the right-of-way to its pre-construction condition.
Синонимы pipeline permit
Разное см. также LTO

The entry description also contains hypertext references for deeper acquisition of the term and the concept it refers to. But, on the other hand, the absence of phonetic marker and context illustration narrows the learning function of the dictionary [2, p. 287].

The smartphone applications mentioned above are monolingual and represent the terms` explanation also giving the visual illustrations. It must be noted that any authorized user can add their notes and photos, which seems unreliable and may be confusing for the learners.

Summing up, it should be noted that the higher education standards require oil and gas graduates to be able to conduct professional communication both orally and in a written form. In this regard the study process needs to be efficient and broadly equipped. Thus, along with the textbooks, different types of dictionaries are to fill in the gaps in understanding and translation of the specific terms and the concepts they denote. The new type of English-Russian oil and gas dictionary is being compiled by the Gubkin University teaching staff. The advantageous features are as follows: the terms translation, definition or encyclopedic data in the native language, visual and verbal illustrations, the hyper references being added. The dictionary is to make the oil and gas terminology acquisition full, efficient and easy to access.

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INCORPORATING MULTIPLE INTELLIGENCES THEORIES IN LANGUAGE LEARNING: TIPS FOR TEACHERS

The purpose of the masterclass is to illustrate the implementation of the Multiple Intelligences Theory (by Howard Gardner) in the context of teaching English as a foreign language by describing a set of activities and learning strategies based on the MI approach. The speakers are going to list possible activities appropriate for language learners with different sets of abilities or intelligences named by Gardner (Linguistic, Mathematical-Logical, Visual-Spatial, Bodily-Kinaesthetic, Musical, Interpersonal, and Intrapersonal ones) to develop the learners' potential strengths, and give recommendations on producing an initial intelligence profile for each student, which will result in a cooperative learner-centered classroom.

Key words: ELT, Multiple Intelligences Theory, students' intelligence profile, learning strategies, transformative learning.

Similar to all students having varying learning styles and strategies, students can also possess multiple intelligences. The Multiple Intelligence theory, presented by Howard Gardner (1985),

states that individuals have different "intelligences", or ways that they understand and interact with the world These eight multiple intelligence types are the following:
linguistic intelligence ("word smart");
– logical-mathematical intelligence ("number/reasoning smart");
– visual-spatial intelligence ("picture smart");
– bodily-kinesthetic intelligence ("body smart");
– musical intelligence ("music smart");
– interpersonal intelligence ("people smart");
– intrapersonal intelligence ("self smart");
– naturalist intelligence ("nature smart") [2].

According to Multiple Intelligences Theory, language learning tasks can be developed around different types of intelligences. In the foreign language classroom, it is essential for a teacher to be aware of the students' intelligence profile to employ the classroom techniques that maximize the students' learning potential and make the learning process enjoyable and highly motivating:

1. Students with advanced linguistic intelligence can create stories, or television shows, have a debate, make advertisements for businesses using the language.

2. Logical-mathematical intelligence enables language learners to solve English mysteries, making predictions based on reading or a video.

3. "Picture-smart" students are good at solving English word puzzles, reading maps and reciting directions, playing Pictionary-like games.

4. Musical intelligence fosters language learning through writing poetry, songs, or raps for new vocabulary words, performing routines to match gestures with vocabulary words.

5. Students with advanced bodily-kinesthetic intelligence thoroughly enjoy plays to re-enact stories and readings, role-play, charades.

6. For "people smart" language learners who are able to establish new relationships more easily than usual, it is beneficial to work in small groups, survey peers, role-play

7. People with intrapersonal intelligence are introspective, they are proficient self-analyzers, able to step back and view themselves

with an objective, critical eye. Journal reflections on class topics, rewriting a story from another perspective are some of the classroom activities to keep them motivated and involved.

8. Naturalist intelligence is about how sensitive an individual is to nature and the world. People who excel in this intelligence are generally interested in growing plants, taking care of animals or studying animals or plants. When learning a language, they can be offered to go on outings, collect items from nature, categorize species and relate them to story characters

It is necessary for teachers to think about the various intelligences that students have to diversify classroom activities to increase the students' motivation and involvement.

By designing activities which allow students to practice their intelligences in their own ways, and even allowing for the practice of many intelligences at one time, teachers can create many opportunities to learn.

Before implementing the approach in the language classroom, it is crucial that a teacher should investigate the students’ intelligence types in order to accentuate and develop the areas that were underdeveloped and take the advantage of the areas in which the students are particularly developed to achieve maximum results. To this end, the Learners’ Intelligence Profiles can be developed to get a clue of further curriculum development and lesson planning (see, e.g., the one compiled by M. A. Christison) [1].

Utilizing the Learners' Intelligence Profile is a two-way process. First, it broadens teachers' awareness of their students' skills and enables them to look at each student from the perspective of strengths and potential. Second, it is equally beneficial for the class as it helps the learners to get aware of their language experience, their learning styles and educational goals they will respond most effectively to.

All in all, this results in the transformation of the teaching vector: as soon as students start analyzing their own learning process, they turn into more critical thinkers and more autonomous learners.

The process of teaching learning strategies to students via the transformative learning method involves five stages:

1. *Activation*. A teacher offers students a pre-test or questionnaire to understand their learning style preferences. After completing it, students conclude whether their style matches the strategies they usually use.

2. *Identification*. A teacher supplies students with a list of learning strategies. Then students work in groups to brainstorm the advantages and disadvantages of each.

3. *Reflection*: A teacher asks students to keep a journal of successful ways they studied and acquired information in class. They practice it regularly, and then share their ideas in class.

4. *Engagement*: Students have small group discussions about the results of their journal findings on their newly learned strategies at the end of the class.

5. *Implementation*: A teacher asks students to use a newly learned strategy to remember the material for the next class.

As can be seen from above, the concepts of learner autonomy and transformative learning are linked directly with the shift of focus from teachers' translating some ready-made knowledge to students' increased engagement and success in learning. No doubt, transformative learning can be challenging for both students and teachers, so we find it essential to emphasize the importance of the creation of a cooperative learning environment where students are encouraged to self-reflect over their own learning process and seek for the teacher's support and assistance in this process.

What is more, strategies-based instruction is indispensable in training students how to continue their language learning beyond the classroom. Providing students with a range of learning strategies and taking into consideration the various styles of learners through specific multiple intelligence activities will allow teachers to create a positive learning environment. The goal is to encourage students to use them independently thus enhancing the learner's autonomy.

To conclude, the implementation of the Multiple Intelligences Theory in foreign language teaching may serve as a tool to help students develop a better appreciation of their potential strengths and learning preferences; to provide teachers with a deeper understanding of learners' intelligences; to provide a greater variety of ways for students to learn efficiently; and, finally, for teachers to address the full range of learner needs in a transformative cooperative classroom.

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THEATRICAL TECHNIQUES IN THE ENGLISH CLASSROOM

The ELT classroom is a melting pot of teachings methods and techniques. The benefit of the EFL classroom is that you have the freedom to try out all ideas you may have. Theatrical techniques can be used in service of all learning goals. Teachers can use theatrical techniques to establish and support classroom routines, or in service of specific academic learning objectives. Theatrical techniques are often movement-based but also focus on attention and communication. They can be used for memory activation, pronunciation and imagination practices. They can also be easily adaptable for teachers who are teaching remotely.

Key words: techniques, approach, theatre.

The ELT classroom of any level is a melting pot of teaching methods and techniques. The benefit of the English classroom is that you have the freedom to try out whatever creative ideas you may have. Anything goes, as long as the result is effective, engaging lessons. That's why you will often see aspects of other learning subjects in English lessons, if they can add value to them. Drama is one subject, which can be very useful for teaching English language.

Drama and theatre have always been an invaluable teaching tool in English literature classrooms. But beyond literature classes, theatrical techniques can be used in service of other learning goals.

The use of theatrical techniques in the teaching of foreign languages is not a new approach – its beginnings can go back to the XIX century [3]. Since the late 1970s, with the increasing prevalence of the Communicative Approach, the techniques have become an integral part of foreign language teaching – for the area of English as a foreign language. There are many works on using drama and theatre *Drama in Language Teaching* by Holden [1] and *Drama Techniques in Language Learning* by Maley & Duff [2]. A large and continuously updated online research bibliography attests to on-going interest in the topic [4].

Teachers can use theatrical techniques to establish and support classroom routines, or in service of specific academic learning objectives. Theatrical techniques are often movement-based but also focus on attention and communication. This makes them easily adaptable for teachers who are teaching remotely.

Theatre techniques are procedures that facilitate a successful presentation of a play in the theatre. They include practices that advance and enhance the understanding the audience brings to the action and the acting by the cast on stage. In the ELT class they can be used by students and teachers to advance and enhance memory, imagination and of course pronunciation.

First of all, they are evidently adaptable for the **young learners (**YLs). Children are naturals at make-believe. Anyone who has played with young children knows that they love to role-play with their toys and make up imaginary worlds. Since this is something children love to do naturally it seems sensible to exploit the process in English class along with the textbook. They will easily imitate animals and insects producing English sounds, for example. Such a new sound as the interdental one can be the sound of an "English" bee or another animal invented by the teacher.

Instead of sitting passively looking at the book, YLs may participate and learn actively through such techniques as miming and speech imitations. The results are much better in terms of language retention, confidence and motivation.

Theatrical techniques are also very efficient with **teenage students**. The key is that they encourage the use of the entire body. In this way, these techniques encourage learners to "think" with their bodies, not only with their minds. It can build confidence in shy learners – learners who are shy to speak English are given a way to communicate more easily. Finally, it promotes the fact that language is not only about words but also about body language.

With teenagers such technique as miming may be widely used. The examples are given below.

Miming words

This is an activity to consolidate meaning and revise vocabulary. All the students and the teacher stand in a circle. The teacher has prepared vocabulary cards with the target language, which are in a box in the middle of the circle. The teacher takes a card from the box and returns to her spot in the circle. She reads the word aloud. Then she acts out the meaning of the word. The student on her left must do the same action. The next student on the left must repeat. This continues until all the students have done the teacher's action for the word. This should be done quite quickly to maintain interest. When the action has gone around the circle, another student chooses a vocabulary card from the box and the activity starts again.

Miming sentences

Cards with common sentences or questions are prepared beforehand. They can be related to a specific context, such as directions, for example (*Can you tell me where the bus station is?*), or introductions (*This is my colleague, John*) etc. One student takes a card and must act it out and the other students must guess what it is.

Miming scenarios

First a video clip of a scenario should be shown – two friends chatting in a coffee shop, a husband and wife arguing, a couple of friends laughing together. They must study the characters of the clip – their hand gestures, body language, facial expressions. Once they have watched the clip a few times, the teacher plays just the audio of the clip and the students must mime out their characters while the audio is playing. The technique is marvellous!

Theatrical techniques help not only in the language itself. There is no doubt that they help students to feel comfortable and more relaxed which also very beneficial for EFL learning. For students of foreign language and translation departments theatrical techniques are extremely necessary as well. In classes of text interpretation, home reading a number of techniques are quite efficient for evaluation and discussion of characters.

One of the techniques is given below. It is called "Hot Seating". Hot seating involves one of the learners being questioned in a role about their motives, character and attitude to a situation or other people. In literary texts, it can be used to deepen characterization. The students are told that they are newspaper reporters at a press conference to interview the character of the story they have read. The "character" (a learner who has volunteered to take on the role) sits in the front, facing the rest of the class and answers questions posed by the reporters. The reporters ask not just questions, but also take notes in order to write a news story or a more descriptive feature article for the next edition of their paper. In case of a large number of learners in the class, about three learners can team together and pose as reporters from the same newspapers. The whole activity can be made more dramatic by asking the learners to make their nameplates with newspaper names and display them on their desks. A learner can be given the role of a moderator who introduces the "character" and ensures a smooth functioning of the conference. After the interview is over, the teams of "reporters" work together for the write-up.

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SENSES OF THE NOUN VIEW: CORPUS APPROACH

The study is conducted within the framework of Comparative Linguistics and aims to identify the combinatorial specificity of the lexeme VIEW in modern discourse. The research data (213530 tokens) was sourced from NCRL, BNC, COCA and Ngram Viewer. Within the corpus approach the author has applied definitional and comparative methods, componential analysis and the method of semantic primitives (semes) restoration. The research indicates that the semantic structure of the word VIEW comprises four main senses: 1. Action of a person; 2. State of a person; 3. Object; 4. Image of an object in the mind of a subject. The author has also evidentiated that manifestation of semes of a particular sense in a text may cause changes in the status of semes of other senses of VIEW when comprehended by readers in a discourse.

Keywords: seme, combinatorics, discourse, semantic structure.

It has not been revealed so far what factors cause changes in a word distribution over time as well as what are the principles for the formation of lexical distribution: whether they are formed based exclusively on internal linguistic laws or it is the result of its functioning in a discourse. Secondly, linguistic studies of lexical semantics as a construct and a function have not yet been integrated into a single research area. Thus, this study is aimed at defining the semantic structure of the noun VIEW and "fuzziness" or "permissiveness over core characteristics" of its meaning as a whole and separate senses in particular [1].

The first major part of this research is a comprehensive dictionary-driven lexicographic analysis of the senses and their interrelations of the noun VIEW. The dictionaries used in the study include the following: OED, CALD, MWD. In the second major part of the research, all occurrences of VIEW from NCRL, BNC, COCA and Ngram Viewer were classified based on their semantics and structural parameters thus yielding a complete behavioral profile of this noun. On that ground, the study then discusses the way corpus approach and comparative analysis can provide objective empirical evidence of new senses not registered in contemporary dictionaries.

The data sources include NCRL, BNC, COCA and Ngram Viewer with a total size of 213530 tokens illustrating functioning of the noun VIEW in contemporary English discourse.

The research methods include definitional, comparative, component analysis and the method of semantic primitive restoration.

The definitional analysis is conducted to determine the semantic structure of the lexeme VIEW, its main nuclear and peripheral semes. The corpus compiled is employed to correlate the senses registered in academic dictionaries or add the senses missing in contemporary dictionaries.

Traditional semantic analysis is based on the notion that meaning of every single word of a language is a construct comprising "atomic globules" or "semantic primitives" [2]. Taking into account all limitations of the method it is still considered very useful and beneficial while contrasting senses of a word or meanings of the words in a semantic group.

We also admit that words including VIEW may develop the so-called "fuzzy senses" demonstrating "permissiveness over core characteristics" [1]. Meanings are not fixed and clear-cut (e.g., by some obligatory characteristics). There are many more or less grey areas which still belong to the meaning of a word even if several "core characteristics" are missing.

In Linguistics word senses are viewed as discrete properties that can be discriminated with one another based on a feature or a set of features [3].

On the basis of the component analysis of the noun VIEW a list of semantic primitives comprising the semantic metalanguage able to differentiate its senses and meanings of synonyms of VIEW has been compiled. All registered senses are illustrated by texts from NCRL, BNC, COCA and Ngram Viewer.

The research shows that contemporary discourse exemplifies the following senses: 1. Action of a person (an inspection, the act of seeing or examining, i.e. I ***ease my view*** along the roof, slow and steady, holding my breath, BNC); 2. State of a person (the ability to see something or to be seen from a particular place, i.e. **KA3584** It took about 10 minutes for the impact sites ***to rotate into view*** from Earth, COCA); 3. Object (a sight or prospect, typically of attractive natural scenery, that can be taken in by the eye from a particular place, i.e. **KA3790** We ***were impressed with the beautiful view***, the great presentation on the plates and the food, COCA); 4. Image of an object in the mind of a person (a particular way of considering or regarding something; an attitude or opinion, i.e. One of the most brilliant intellectuals of his age, Isaiah Berlin ***voiced impeccably liberal views***, COCA).

The new senses (not registered in any dictionary) include the following S 1.2. Inspection limited by sight, e.g., **KP282** She held the comfort up ***to screen her from view***; S 3.0. Image of an object in the mind of the subject, e.g., **KA4067** Sandy ***recalls the view*** of herself in the mirror an hour or so ago.

The semantic primitives comprised in Sense 1 (S1) are presented in Table 1 below:

Nuclear seme	**Semes multiplier**	
Subject (a watching person)	Intelligence and experience	
Peripheral semes	**Semes concretizer**	
Action of a person		

Perception	Intellectual; Visual	
Instrument	Vision/ tool (equipment)	
Direction	Object	Earth/artifact/object of art/place (incident)/person
Purpose	Investigating characteristics of an object	Compliance of the parameters of the object with the standard; Sale/purchase; Settlement of a conflict; Clarification of circumstances of a crime
	Image of an object in the mind of the subject	

Table 1. The semantic primitives
in the meaning "the act of seeing or examining" of VIEW

It is confirmed that the realization of meanings can be accompanied not only by manifestation of semes that are part of one of the senses, but also by alteration of the semantic structure of the word and "brightness" of some semes as part of the semantic structure of the word. The semantics of Sense 2 implies the presence of the semes "state (of a person)", "subject (a looking person)", "action (of a person)", "instrument", "vision/device", "characteristics of (vision/device)", "permissive ability", "limitation of perspective", "direction", "location of the face", "location of the object", "distance and difference in height between the object and the subject", "object", "size" from where it becomes possible for the subject to see something For example, The Anichkov Palace ***shimmers into view*** in all its squat splendor.

While Sense 3 contains the semantics of the object seen by the subject and its characteristics, usually "beautiful" or having a positive connotation. For example, **KP307** For the most part Mrs. Dale preferred to dwell in her ancestral home on Staten Island, which, because of its commanding position on what was known as Grimes Hill, ***controlled a magnificent view*** of the bay and harbor of New York.

Such contexts are called “stacking contexts”, the term is borrowed from IT terminology, because they contain semes of two meanings (senses of a meaning of a word). The contexts are identified in which more than one senses of VIEW (2 and 3) are implemented, and they are simultaneously recreating the cognitive models of two senses: having enough width, at a certain height (S 2) to be able to see something beautiful (S 3). The left context traditionally contains indications of the size of the opening or height, the location of the site from which the view opens. While the right context contains hidden semes of attractiveness of the object of consideration. The context, as a rule, is contradictory, since it contains the semantics of two senses: large, wide, of a certain shape (S2) and beautiful (S3). For example, in **КБ403** “Suddenly they were in a huge, enchanting sitting-room, with the sun pouring in through the open French windows that ***gave a magnificent view*** out over the bay” the presence of the lexeme *magnificent* elicits the semantics of S 3, making the semes “view” and “beautiful” more vivid (term of I. A. Sternin). At the same time, the context still retains the “weak” semantics of S 2 “presence of ability to see sth from that specific place or with the help of a certain device”. Overlap contexts create vivid, detailed images in which the author recreates a picture of both the subject (S 2 – the area a person can see) and the object of observation S 3 – the object. A panorama that the subject sees). A special group is made up of examples in which adjectives in preposition to noun VIEW can correspond to both S 2 and S 3. For example, “But beyond that intimate corner was a wall of translucent glass, giving an uninterrupted view of the mountains, we see that uninterrupted can be interpreted as solid, uninterrupted, an unclosable view, i.e., on the one hand, the view is free, and on the other hand, the panorama is solid, uninterrupted”.

The findings of the research are as follows: (1) four main senses of the noun VIEW are identified; (2) cases of distinctive and fuzzy semes implementation are indicated, (3) the structure of the semantic network of noun VIEW is designed which could be implemented for automatic sense identification. The meaning of the noun VIEW cannot be characterized as fixed or clear-cut; in some contexts discourse activates a number of semes belonging to separate senses.

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LINGUISTIC AND CULTURAL ASPECT IN TEACHING A FOREIGN LANGUAGE AT THE UNIVERSITY

The article deals with some problems of the linguistic and cultural aspect in teaching English at the university. A brief analysis of textbooks is given, the inclusion of linguistic and cultural information in their content is noted and the criteria for the selection of texts are highlighted. It is revealed that classes with basic textbooks, as well as with the involvement of additional Internet-resources, handouts with tasks and exercises, contribute to the better assimilation of language and speech material by students, expand their knowledge in the field of the foreign language, form critical thinking, develop cognitive interests.

Key words: linguistic and cultural aspect, teaching foreign languages, text, proper nouns.

Practical English course classes are important in mastering a foreign language as a means of communication. A significant role in increasing motivation to learn any foreign language is played by the introduction of a linguistic and cultural aspect. Earlier country-specific information could be seen in textbooks only in the form of small comments to texts. Now the linguistic and country-specific aspect is becoming an integral part of English language classes at the university. The inclusion of a socio-cultural component in the lesson "enriches" the content plan and fixes country-specific information in language units. Students form knowledge about realities, traditions, features of culture and everyday life of the country of the language being studied.

The students of the junior courses of universities form an artistic taste, they learn to analyze, summarize the proposed material, detail images, argue and discuss, comprehend the specifics of the modern world when the classes in this discipline are organized in a proper way.

Group members and the quality of the texts are of great importance. The interests of students determined by age, cultural level, their command of the English language at this stage of training should be taken into account while selecting texts. Special attention should be paid to vocabulary, grammar, and information of a linguistic and cultural nature in further work with the selected material. Competent speech, a rich vocabulary, a broad outlook contribute to the perception of the speaker by others as an educated, intellectually developed, erudite person. "Words are the names of things, phenomena, events, the names of everything that is and can be in reality... If the name is not clear to the listener, it is empty, there is no such subject. Any thing, even an imaginary one, no matter what sensory field it belongs to, can become noticeable if it has a name" [4, p. 95].

In the classroom, the teacher should strive to use all types of speech activity: reading, listening, speaking, writing; pay special attention to the development of oral speech (monologue, dialogue, discussion). In our opinion, the modern textbooks H. Dellar, A. Walkley *OUTCOMES Pre-Intermediate* [2] and *OUTCOMES Intermediate* [1] provide an excellent opportunity to implement the goals and objectives. A widespread use of the texts as additional material from the main section, as well as audio scripts, information files containing a large number of geographical (countries, regions, cities, villages) and natural (seas, rivers, mountains, deserts) objects, precedent phenomena indicating historical events, masterpieces of architecture and fine art, famous personalities, promotes the cognitive activity of trainees.

We agree with the opinion of Yu. S. Saraykina, stated in her article devoted to the precedent phenomena, ethnomarkers, ways of their verbalization in the Student's book *OUTCOMES Pre-intermediate*, that this book is focused on the formation and development of intercultural competence in the process of learning English, it offers students information about the socio-cultural characteristics of English-speaking states and other countries of the world. This way of presenting the material really allows to expand the linguistic base of the speaker, to grow both on personal as well as academic level [3, p. 125].

Taking into account the diverse topics, let's consider what linguistic units and cultural realities, precedent phenomena are represented in the texts of *OUTCOMES* complex:

- a noun (proper) denoting a geographical object: *East Africa* (p. *22*), *Peru* (p. *23*), *Vietnam* (p. *29*) [Dellar, Walkley, 2015]; *Siberia, Liverpool, Tennessee, Bristol* (p. 93), *Croatia, Moldova* (p. 95) [2];
- noun (proper) indicating an outstanding personality in world politics, history, science, literature, art, cinematography: *John Hattie* (p. 66), *Jeppe Hein* (p. 88), *Oscar Wilde* (p. 91), *Morgan Freeman* (p. 88) [1]; *Charles de Gaulle* (p. 28), *Harry Harlow* (p. 103), *Steven Spielberg* (p. 119) [2];
- a noun (proper) representing a state, religious holiday: *Christmas* (p. 113) [2];
- a noun (proper), a word-combination which is the name of a work of fine art, music, literature: *The Persistense of Memory* (p. 144), *Life Is Beautiful* (p. 164) [1]; *The Rite of Spring* (p. 121) [2];

- a word-combination, phrase for the name of a play, movie, TV series, popular show: *The X Factor, Pop Idol, World Idol* (p. 146) [1]; *The Cottage* (p. 116), *In the Heat of the Moment* (p. 116) [2].

Some lexical units studied within the framework of ethnolinguistics and understandable to representatives of a certain national culture have no equivalents in English. Here are some examples of such units denoting traditional dishes of different countries: *tapas, curry* (p. 192), *Crema Voteada, paella* (p. 71), *haggis, morcilla* (p. 73) [1]; *kiwi* (p. 127), *sushi* (p. 34), *spaghetti* (p. 36), *kimchi, kiselo mlyako* (p. 39) [2].

The abbreviations used both in spoken and written speech are of a diverse nature and great interest to trainees. They require a more detailed explanation in some cases: *The World Wide Web, MS – Multiple Sclerosis* (p. 145), *WhatsApp* (p. 150), *an A* – an excellent mark (p. 152) [1]; *DVD* (p. 118), *Nollywood* (p. 119), *TV* (p. 121), *VSO* – Voluntary Service Overseas (p. 13), *the A6* (p. 31) [2]. Abbreviation, which is an objective and natural process, is caused by changes in modern society, communication needs, as well as internal patterns of language development.

To work with anthroponyms, toponyms, abbreviations, names of organizations, courses, educational programs, academic disciplines, as well as with vocabulary denoting realities that are absent in our culture, the teacher, focusing on the most complex aspects, can use thematic and philological methods of presenting country-specific information:

– offer links to online or electronic encyclopedias and dictionaries in order to expand students' knowledge of cities, countries, sights and geographical objects, to prepare a brief message or presentation;

– develop exercises aimed at working with new lexis (e.g., determine the meaning of a word, match the words, choose a synonym/antonym, insert words from the text instead of skipping, paraphrase sentences with a certain vocabulary, correct suggestions by providing facts from the text, solve a riddle or a crossword puzzle;

– offer participation in role-playing games.

Thus, the use of the linguistic and cultural aspect in practice, in the process of teaching English at the university, makes lessons more exciting, contributes to the effective and rapid assimilation of material. Students have an opportunity to compare their native culture with the culture of the language being studied, they gain new experience and knowledge. The proposed tasks and techniques develop the skills of understanding and using vocabulary in colloquial speech, building dialogues, preparing and conducting conversations. They enable students to study independently, analyze, use the studied linguistic and cultural material in oral and written speech in a creative way.

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THE APPLICATION OF CLIL APPROACH IN HISTORY AND ENGLISH LANGUAGE TEACHING IN HIGH SCHOOL

The current situation and the necessity to update the educational system in Russia inquire new methods and approaches in English language teaching. CLIL is viewed by many scholars as a perfect way to integrate content and language skills development and to increase learners' motivation. The suggested course for high school students is an implementation of CLIL in terms of English teaching using materials on world history and culture that enables to develop students' study skills and life skills, essential in any profession in future. Within the interdisciplinary course lessons are based on the four main concepts, such as a history-related topic, discourse skills, study skills, culture & life skills, which will be illustrated by the lesson on the topic of Ancient Egypt as a sample.

Key words: CLIL approach, integrated history and EFL studies, high school, interdisciplinary course, motivation.

The article is prepared within the state task for providing public services (performance of work) by the Ministry of Education of Russia on the topic "The methodology of integrated content and language teaching history at school" № 073-03-2022-117/3 from 11.04.2022 (0708)

Current tendencies in the educational system in Russian schools make it necessary to rethink existing teaching practices and search for new approaches, methods and techniques of teaching school subjects, including English and History. The presentation of factual information only on historical and cultural topics and the memorization of vocabulary and grammar rules within the framework of a knowledge-centered educational paradigm has long been inconsistent with contemporary requirements, as well as the needs and interests of students. School graduates are expected to apply skills and competencies in interdisciplinary fields that would guarantee their future success in mastering vocational training programs. So, it is important to develop such competencies within integrated courses based on interdisciplinary links and universal cultural values and notions, one of which is the content and language integrated learning course on English and History outlined in the article. The suggested course is the practical implementation of a well-known approach to teaching English – Content and Language Integrated Learning.

The concept of "Content and Language Integrated Learning (CLIL)" was proposed in foreign language teaching methodology by David Marsh and has been actively introduced into the practice of teaching foreign languages around the world. The basics of this approach are presented in the studies of David Graddol [4] and Kay Bentley [1], specifying the leading methodological principles of theory and practice, and showing many possibilities of integration of interesting and important content to study with English skills development.

The course briefly outlined in this article is aimed at the integration of historical content with English and thus the development of language skills using the authentic materials on history and culture for school students. It is intended for the 9-11th graders, the age group with sufficient experience both in language studies and in history, and the topics touched upon at such integrated classes are those that students are discussing or have already discussed with their history teacher. So, the suggested content and language integrated learning course on English and history is viewed as an additional extracurricular or elective course, chosen by interested students who want to study both subjects in a more profound way, learn new things from authentic materials in English and broaden their horizon.

Content and language integrated learning are based on four basic conceptual domains that were outlined in foreign methodology advocating the CLIL approach [2]. Using them as basic principles, we offer four guidelines for lesson planning within our suggested content and language integrated learning course:

1. Content – Topic
2. Communication – Discourse skills
3. Cognition – Study skills

4. Culture (Community/Citizenship) – Culture & Life Skills

The possibilities of planning an integrated lesson based on these four concepts are presented below.

1. Content – Topic

According to this aspect, a topic for class discussion is chosen according to the school curriculum. Provided those extracurricular activities are planned, a greater emphasis is placed on the interests and educational needs of students and the possibility of establishing interdisciplinary links with history and culture. To illustrate, a sample of an integrated English and History lesson for high school students is described. The lesson is planned on the topic "Ancient Egypt. The epoch of the reign and the personality of Queen Cleopatra". This choice is made due to the undeniable interest in the era, the personality of Cleopatra and her role in the history of her country and world history, as well as numerous allusions to Cleopatra and related historical events and era in literary works that are familiar or will later be encountered by high school students. As a significant component of the lesson, brief facts from Cleopatra's biography, English texts about her life, reign and status in Egypt are presented. This content helps students to adopt and learn terms and dates associated with the era and the related events in English. See the task examples below:

- *Fact File*

Name: Cleopatra (Greek: "Famous in Her Father"), in full Cleopatra VII Thea Philopator ("Cleopatra the Father-Loving Goddess")
Occupation: Pharaoh of Egypt
Born: 69 BC; Died: August 30, 30 BC
Best known for: the last pharaoh of Ancient Egypt

- *You are Student A. Read the following information and be ready to answer questions about Cleopatra.*

Cleopatra was not Egyptian. She was born in Egypt but traced her family origins to Macedonian Greece. Cleopatra's father, Ptolemy XII, died in 51 B.C. ...

2. Communication – Discourse skills

The communicative component of CLIL lessons is usually presented through the discussion of reading or listening materials, exchange of opinions, comparison of different viewpoints on historical events, cultural phenomena, personalities, and consensus building. The communicative component of integrated lessons includes language skills development in speaking and writing, and vocabulary and grammar work to complete the tasks given. Using the example of the lesson "Ancient Egypt" such communicative skills may be developed as requesting and exchanging information about the historical role and life of Cleopatra in pair work, creating a written text on the life of the Queen of Egypt, with the support of an online resource https://www.plot-generator.org.uk/story which helps to generate ideas and structure of the text, as well as the use of vocabulary related to the main features of ancient civilizations. See the task examples below:

- *Write three questions about Cleopatra's personality, popularity in Egypt, and romantic relationships. Ask your questions to Student B.*
- *When it comes to Cleopatra's life, there are as many myths and legends as there are hard facts. Use what you know and your imagination to write your own story about who you believe Cleopatra really was. Your story can be factual or it can be as imaginative as you want it to be. Share your story with your classmates. If you find it difficult to write a story on your own, you can use the plot-generator site to help you.*

3. Cognition – Study skills

The third concept in integrated lesson planning is about the selection of cognitive study skills that can and should be developed on the particular educational material. In the framework of CLIL these are integrated universal study skills necessary in receptive and productive language discourse, developed on the basis of historical and cultural content material. As part of the CLIL lesson on Ancient Egypt and Cleopatra, the following study skills can be developed:

acquisition of foreign language terminology on Ancient Egypt and its use in oral and written speech; description of historical and cultural facts related to the civilization of Ancient Egypt and the personality of Cleopatra; asking questions when discussing reading materials; oral exchange of information on the reign of Cleopatra (based on factual data in English); writing a summary of the information in the lesson materials (in the form of a story). Among the cognitive study skills, it is worth noting that digital literacy and the ability to work with various information sources will be highlighted. For example, the use of the above-mentioned online platform can help students to plan and organize their story about Cleopatra and to practice filling in different online forms.

4. Culture – Culture & Life Skills

The concept of culture in integrated learning is introduced by tracing the connection of the educational lesson materials with cultural phenomena, which leads to the development of general cultural competence. Within the suggested integrated teaching of English and history, the connection with culture is obvious. So, as part of the lesson on Ancient Egypt and Cleopatra there is a series of tasks where students should draw a parallel between cultural phenomena, associations with Ancient Egypt and other ancient civilizations they have learnt about at history lessons. The word cloud might be used as a support. See the task examples below:

- *Think about Ancient Egypt. Write down 5 things that you remember about Ancient Egypt. Split into small groups and share your word lists. Did all of you write the same things? Are the things on your list unique only to Ancient Egypt?*
- *Look at the following word cloud. Do you understand all the words? What things do you remember from your history classes? Explain how they are connected with Ancient Egypt.* (the words in the word cloud are: Nile, afterlife, papyrus, obelisk, amulet, sphinx, etc.)
- *Find a name of a person in the word cloud. Prompt: she is sometimes called the Queen of the Nile.*

- *Do you know anything about Cleopatra? Take a piece of paper and write one sentence about her. Then pass the paper to another student who is to read the sentence and to add one more.*

In conclusion, it is worth mentioning that working with authentic materials on History in English allows to enrich and expand students' understanding of other cultures and civilizations, to form a more holistic view of the cultural diversity of the world in different historical epochs, which is relevant for understanding the contemporary multicultural society.

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STUDENT VOLUNTEERING IN CULTURAL HERITAGE LEXICOGRAPHY

The article discusses current trends in the field of cultural heritage lexicography. The author describes new dictionaries, online references and media banks and emphasizes the educational potential of volunteer projects on cultural heritage lexicography.

Key words: cultural heritage lexicography, volunteer lexicography, dictionary, online references, media bank.

Dictionaries have always been regarded as depositories of linguistic and cultural heritage of a nation. The cultural function of dictionaries has been clearly traced since early stages of lexicography development. For instance, the main task of the first English lexicographers, namely explanation of difficult and bookish words, originally corresponded to the presentation of the so-called *high culture*. Author's dictionaries, dictionaries of aphorisms, maxims and quotations from the works of world-famous writers, paremiological dictionaries, having a centuries-long history, are a possible way to preserve the language and maintain the nation's artistic heritage. Without losing their relevance, they have always contributed to bringing cultural heritage closer to an ordinary native speaker since they have a wide range of readers and culture lovers as their main addressee.

Nowadays, the actualization and interpretation of cultural and historic heritage is increasingly carried out on the Internet. This is a multifaceted creative process where volunteers are widely involved. The trend of collecting and processing material by non-professional lexicographers is not at all new and has long been a familiar practice in dictionary making. Today it is manifested in the emergence of numerous open dictionaries and encyclopedias on the web or references to the works of writers created by their fans (e.g. *Harry*

Potter Wiki – https://harrypotter.fandom.com, *Pandorapedia* – https://www.avatar.com/pandorapedia, *The Encyclopedia of Arda* – https://www.glyphweb.com/arda, etc.).

There are some lexicographic projects with university students volunteering as dictionary compilers that are worth mentioning.

Since 2008, Ivanovo State University has been implementing an international project of student integration dedicated to the creation of a multimedia encyclopedic English dictionary of associative type for guides and tourists *Florence in the Works of World Famous People* [2]. The project is supported by Romualdo del Bianco Foundation (Florence, Italy).

The unique dictionary compiled by students of 14 Russian and 5 foreign universities is based on the *genius loci* principle. It presents brand new information about outstanding personalities whose life and professional career were connected with the cradle of the Italian Renaissance. Among them are artists (Giotto, Ivan Aivazovsky, Albrecht Dürer), writers and poets (William Shakespeare, Dante Alighieri, Fyodor Dostoevsky, Percy Bysshe Shelley, Anna Akhmatova, Mark Twain, Dan Brown), composers and musicians (Sergei Rachmaninov, Pyotr Tchaikovsky, Mstislav Rostropovich), sculptors and architects (Bertel Thorvaldsen), theatrical figures (Sergei Diaghilev, Rudolf Nureyev), etc. Young lexicographers do not only use available written and online sources to compile the dictionary entries, but they also get consultations from Italian specialists, visit Florentine museums, libraries and archives, search for places in Florence that are closely related to the life of a particular person.

There are over 220 entries in the dictionary, each consisting of the following sections *Biography*, *Creative Works*, *Florentine Influence*, *Learn More* and *Associations*, which allows arranging the material in an extremely compact and user-friendly format. The microstructure includes an entry word (the name of the personality), graphic illustrations (a portrait of the person described, reproductions of pictures, etc.), a chronological marker (dates of life), an encyclopedic definition that reflects the key moments of the person's life and creative activity, illustrative examples (quotes, musical pieces, videos, interactive maps) and associations of the entries compilers caused by their own visit to Florence or by the personality's creative works.

It should be mentioned that the integral model of the Florentine dictionary could serve as a basis for compiling similar lexicographic products devoted to various geographical locations both in Russia and abroad. For example, students from South Ural State University made an encyclopedic multimedia dictionary of associative type *Barcelona in the Life and Works of Famous People* [3]. The bilingual multimedia encyclopedic dictionary of cultural heritage *Chelyabinsk in the Life and Works of Famous People* (https://dict.susu.ru) gives an opportunity to make an intellectual journey to the Southern Urals. The bilingual encyclopedic multimedia dictionary of associative type *St. Petersburg in the Works of Outstanding People* [1] is a wonderful guide for tourists in the northern capital of Russia. Young lexicographers of Ivanovo State University are working on the dictionary of prominent personalities of Ivanovo region, which is to become a repository of the region's cultural and historical heritage presented through the prism of the lives of people who created its revolutionary, labor and intellectual glory.

It is necessary to highlight the fact that such dictionaries reflect a long history of contacts between different countries and cultures and thus they make a considerable contribution to the dissemination of the principle of intercultural dialogue throughout the world.

An excellent media bank of the Russian cultural heritage is a bank of 5-minute videos filmed in English by university and high school students within the project *iTravel–Russia*. The annual project is initiated by the National Association of Teachers of English (NATE-Russia).

The *iTravel–Russia* brand has already become recognizable in the professional community of teachers of English. In 2022, the project was devoted to the Year of Folk Art and Intangible Cultural Heritage of the Peoples of Russia. It fulfills an educational mission by expanding the youth's horizons with new knowledge and ideas on traditional folk arts and crafts, as well as intangible culture of their native land. The project also aims at stimulating interest in learning English, developing young people's initiative and creativity. All the videos are uploaded on YouTube and there are links to them on the official NATE website (www.nate-russia.ru). Annually, over 500 students take part in the *iTravel–Russia* project and present high-quality works.

Currently, the media bank has excellent video materials about Voronezh traditions of bell casting, Balakhna lace craft, Kursk artistic forging, Nizhny Novgorod pottery, ancient Khakassia musical instruments and national Karelian costumes, Finno-Ugric and Komi-Permian gastronomy, architectural masterpieces of Central Russia, etc. Participants from Ivanovo shot videos about Soviet-era mosaics, Shuya soap making and Kineshma boot felting, the famous Cotton Museum and wooden architectural masterpieces.

The materials of the *iTravel–Russia* media bank are widely used in the educational process in Russian schools as they help to foster a positive and respectful attitude to our motherland and its population and to revive and preserve its cultural diversity.

Another wonderful media bank aimed at cultural heritage conservation and historical and cultural territories promotion was created for the International Festival of World's Cultural Expressions *The World in Florence* held by the Romualdo Del Bianco Foundation in Florence (Italy) in 2021. Thanks to new information technologies, one can make a virtual tour of countries and continents and get acquainted with a huge variety of the world's cultural heritage.

The media bank is an interactive photo gallery comprising hundreds of full-color posters with illustrations and culture-related information presented in English. The posters are equipped with a NFC code which is read by a smartphone or any other NFC device and allows to instantly get a link to the section of the portal *Life Beyond Tourism* (https://www.lifebeyondtourism.org/the-world-in-florence-1edition/) dedicated to a certain national or cultural territory.

The compilers group the countries and historical-cultural areas into regions: Far East Region (Japan, China), African Region (Cameroon), Eurasian Region (India), Caucasian Region (Georgia, Azerbaijan), European Region (Slovakia, Poland, Lithuania), Italian Area (Toscana, Piemonte, Basilicata). Russia is represented by Moscow, Ivanovo, Chelyabinsk, Novosibirsk, Tambov and

Ulyanovsk. The media bank open structure implies its permanent updating and replenishing, and the project organizers expect a multiple increase in the number of participants by 2025, since its first edition caused a wide resonance in professional circles and gained rapid popularity among fans of the so-called intellectual tourism.

The section of the interactive photo gallery dedicated to Ivanovo includes materials on Palekh lacquer miniature art, Russian Orthodox churches and constructivist architecture of the city. The portal also contains a multimedia presentation *Local Cultural Brand of Ivanovo* which describes the region's tourist potential, its famous natives (A. Tarkovsky, K. Balmont, N. Sarraute, I. Levitan), local holidays and festivals, unique crafts and culinary delights.

In conclusion, it should be mentioned that volunteer cultural and intellectual projects are carried out and supported by people who love their country's history, its culture and traditions, who care about preservation and enhancement of its heritage. It is well known that careful attitude to national culture and customs is an indispensable condition for any country's harmonious development. All these projects can be easily extrapolated and their results can be used for scientific and educational purposes.

Summing up the results of this brief overview, we would like to emphasize an unabated interest in modern references on culture and cultural heritage. There constantly appear lexicographic products, new in genre and format, compiled not only by professional lexicographers, but also by volunteers in the field. Innovative dictionaries, online references and media banks are being created to find their new users – schoolchildren, university students, translators, specialists in historical and cultural heritage conservation, guides, intellectual tourists and all those who recognize the need for popularization of ethnocultural diversity and cultural identity of peoples.

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ENGLISH- SONGS TO PROMOTE SPEAKING SKILLS AND TEACH A YOUNGER GENERATION TO APPRECIATE FAMILY VALUES

This work deals with using authentic songs in the English language lesson at a non-linguistic higher educational institution while teaching module "Family Matters". There has been highlighted that using songs in foreign language teaching leads to developing and improving different language skills. In addition, the use of authentic songs helps to create a good psychological climate during the lesson and increase students' motivation for learning the English language.

Key words: teaching a foreign language, English songs, motivation, listening and speaking skills.

Throughout the centuries scientists, doctors and teachers have been doing researches into music impact on people and their life.

There has been underlined the role of music for various functions, and for foreign language acquisition, in particular.

There are a lot of works dedicated to describing the use of songs in foreign language teaching [1—3, 5—8]. The authors consider key aims and different ways of using music while teaching a foreign language. Mostly they focus on the ideas of using songs in the language classroom to

- increase learners' motivation and interest;
- reduce tension and create supportive atmosphere;
- practise pronunciation;
- teach grammar and vocabulary;
- teach reading comprehension;
- teach writing skills;
- improve listening comprehension;
- develop speaking skills;
- understand the culture of the country.

It is worth noting that the choice of the music material to be used is of the first importance. One cannot but agree with Adam J. Simpson who writes that "the process of selecting a song is one of the most difficult aspects of using music in a lesson" [8]. In order to make the right choice of a song for giving a successful song-based lesson Adam J. Simpson advises to

- carefully examine what it is you want your class to learn in the lesson;
- think about the language level of your class;
- take into account the age of your learners;
- think about any specific cultural issues regarding the make-up of your class;
- think about what kind of access you have to the song [8].

Among the activities and techniques which can be used to teach a foreign language with songs the researchers and language teachers suggest pre-listening tasks, while-listening tasks and follow-up activities.

Pre-listening activities include such tasks as answering teacher's questions which may be about the title of the song, its topic or some predictions of the events in the song.

While-listening activities may involve such tasks as gap filling, matching, multiple choice, true/false, detecting mistakes, answering questions, note-taking, paraphrasing and working with pictures or cards.

Follow-up activities tend to consist of discussing the topic or information being sung in the song, writing a brief summary of the content of the song or some ideas about the characters and scenes,

This paper is aimed at discussing the use of songs in the English language lesson at a non-linguistic higher educational institution while teaching unit "Family Matters" [4].

Note, that to create a good psychological climate during the lesson and increase students' motivation to study on the topic of Family Matters, songs by Frank Sinatra could be used as additional educational material. These songs are *Love and Marriage* from the album *This is Sinatra* (1956); *Love is a many splendored thing* from the album *Sinatra sings days of wine and roses, Moon river and other Academy award winners* (1964) and *Let me try again* from the album *Ol'blue eyes is back* (1973).

The voice of the singer is magic, the pace of the speech is gentle, the pronunciation of words is clear and the vocabulary is quite easy to understand [7].

Now let us share some ideas on how to work with the song *Love and Marriage*. Before listening to the song the learners are asked to predict what the song is about. Also, they are provided with the explanations of the words and phrases they might not know. In our opinion, these are *a horse and carriage, to disparage, local gentry*.

Then the teacher plays a recorded song, and asks the class to note down the points they understood. After listening to the song the students are asked to express their opinion about the song, say whether they agree or disagree with the comparisons made in the song and with what mother said to dad.

For better understanding the song and making the discussion more lively it is advisable to listen to the song again with the lyrics. If it is an online lesson the lyrics can be shown on the screen.

Love and marriage

Love and marriage, love and marriage

Go together like a horse and carriage
This I tell you, brother
You can't have one without the other
Love and marriage, love and marriage
It's an institute you can't disparage
Ask the local gentry
And they will say it's elementary
Try, try, try to separate them
It's an illusion
Try, try, try and you will only come
To this conclusion
Love and marriage, love and marriage,
Go together like a horse and carriage
Dad was told by mother
You can't have one, you can't have none
You can't have one without the other
Try, try, try to separate them,
It's an illusion
Try, try, try and you will only come
To this conclusion
Love and marriage, love and marriage,
Go together like a horse and carriage
Dad was told by mother
You can't have one, you can't have none
You can't have one without the other.

Having listened to the song with the lyrics the students are asked to describe such phenomena as *Love* and *Marriage*.

In general, musical compositions in both offline lessons and online classes help to relax and inspire. Authentic song lyrics affect human emotions, memory and thinking. The use of English songs discussed in the paper plays a huge educational role as well. On the one hand, the proposed work is aimed at teaching English, in particular, at developing listening skills and improving speaking skills. On the other hand, this work is aimed at appreciating family values and taking a positive attitude towards family as the highest value of humanity.

To sum up, it should be said that Frank Sinatra is not the only representative of the English-speaking song culture whose creativity may be used in the process of teaching a foreign language. The choice of songs is quite diverse and should be made taking into account both the interests of students and the topics studied.

Thanks to its universal appeal, connecting different cultures and languages a song is sure to be a great teaching tool and one of the most motivating resources in the language classroom as well as in online classes.

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COMPARATIVE ANALYSIS OF TEXT COMPLEXITY IN A1 LEVEL ENGLISH TEXTBOOKS

The article is devoted to a comprehensive analysis of the complexity of the educational text in A1-level English textbooks. It is based on the following linguistic and statistical parameters: sentence length, word length, Flash-Kincaid readability index, narrativity and lexical diversity. The significance of the research is determined by the prospects of studying the concept of "educational text", developing an algorithm for conducting linguistic analysis of the educational text at different levels of the language. The objective of this research is to systematize contemporary approaches to assessing the complexity of an educational text and to conduct a comparative analysis of the texts of two A1+ English textbooks.

Keywords: text, educational text, linguistic complexity of the text, text analysis, lexical parameters, readability, narrativity.

The linguistics of text has appeared to be at the center of key scientific issues related to the study of the language and culture of different peoples. In this regard, the study of the text, the identification of its features, parameters, functions and properties in an interdisciplinary perspective is of great importance. The educational text takes a special place in textbooks, since with its help students receive all the necessary information. It is worth highlighting the importance of the texts of textbooks in a foreign language, since the text is another way to obtain not only data, but also skills and abilities that are important when learning foreign languages. Undoubtedly, the text in a foreign language is an example of the real use of language units, that is, their behavior in speech. The educational text also serves as an example of a grammatically correct text with a well-selected and common vocabulary. Of course, for effective learning, texts should be clearly stated so that students can easily use them in further language learning.

The theoretical study of approaches to the analysis of the complexity of the educational text has already been conducted earlier by us [2, p. 53–63]. This article focuses at performing a questionary of students' expectations, namely, analyzing the results obtained. For these purposes, a survey of sixth-grade students was conducted in order to highlight the criteria of the complexity of the text by the students themselves. The criteria of the text complexity that students can distinguish are as follows: words of two or more syllables, long sentences consisting of two or more grammatical bases, the presence of words of a higher difficulty level of the language, a large number of abstract and unfamiliar words. All these factors can make it difficult for students to understand the text, as well as affect their ability to perceive and analyze the text. As easy educational texts, students identified the following characteristics: familiar words and grammatical constructions in the text are dominated, a familiar topic, short, frequently used words, direct speech, dialogues.

Thus, the study of the complexity of the educational text seems to be necessary: the study is seen as necessary and in demand in the light of the prospects for the development of the methodology of teaching English and studying the concept of "educational text", in developing the ability to conduct linguistic analysis of the educational text at different levels of foreign language proficiency. This study should subsequently help the authors of textbooks to select and/or create texts suitable for the parameters of a particular level of language proficiency from the standpoint of methodological developments, as well as taking into account the expectations of students.

Further, the results of the analysis of the level of complexity of texts according to various linguistic criteria are going to be presented. The texts for analysis were selected from the textbook *English* for the 6th grade by V. P. Kuzovlev, as well as from the textbook *Gateway A1+* by David Spencer. The evaluation and measurement of the text parameters were carried out using the online services *Text Inspector* (TI), Readable, Flesch Kincaid Calculator, as well as *VocabKitchen*.

The analysis of 17 texts (7 texts from the English textbook for the 6th grade, 10 texts from Gateway A1+) was executed with the following generalized parameters for text analysis considered: sentence length, word length in the text, Flash-Kincaid index, lexical parameters, narrativity, concreteness/abstractness index, as well as familiarity. They are the basis for the analysis of educational texts. Henceforward it is possible to study the following examples of the analysis of the educational text.

An example from the *English* textbook for the 6th grade, Unit 2.

Julia is a good pupil.

The analysis of the text is carried out in stages in three groups of studied parameters: descriptive characteristics, readability indices and lexical parameters.

Descriptive parameters, average sentence length and average word length are evaluated using TI.

As Martin Cutts notes in his book *Oxford Guide to Plain English* [4, p. 16], the average length of an English sentence is 15–20 words. The average length in the textbook under study is 7.09 words, which is almost 3 times less than the specified average parameters. TI shows that the average word length is 1.28 syllables, which is lower than the set of 1.66 syllables. These results prove that in terms of descriptive parameters, the complexity of the text is below average in contemporary English.

The average level of readability of this text according to Flash Kincaid is almost identical for different servers. According to TI, Flesch Reading Ease it is 91.17, which corresponds to the awareness range of a 5th grade student in an American high school. At the same time, the Readable service shows a result equal to 92, which also corresponds to the range of awareness of a 5th grade student in an American high school. The Flesch Kincaid Calculator service demonstrates that the average reading level is 90.01, which corresponds to the awareness range of a 5th grade student in an American high school. Thus, the text is suitable for 5th grade students.

Lexical parameters. Online services *Readable* and *VocabKitchen* present different results. According to the general Russian competence of foreign language proficiency, *Readable* refers the text to the A1 level. According to *VocabKitchen*, the ratio of words of a certain level to all words in the text is as follows: A1 ‒ 79%, A2 ‒ 10% and B1 ‒ 5%, B2 – 3%, the rest of the words, such as proper names ‒ 4%. According to these indicators, we can say that the text is quite simple and it can be attributed to the Beginner-Elementary level.

It is also worth underlining another lexical parameter – narrativity. The narrativity of the text, in accordance with the formula of D. Bayber, S. Conrad and R. Reppen [3], is calculated as the ratio of the total number of nouns to the total number of verbs. According to I. V. Aleshchanova, narrativity can be reduced to the form of narrative sentences and the indicative mood of the past tense, thus conveying a re-tale of events correlated with a certain story or plot [1, p. 44]. Texts of narrative genres show a high ratio of verbs to nouns. In this study, the number of verbs and nouns is estimated using the TI online resource, the ratio of verbs to nouns is carried out according to the formula: VNR = V/N*100, where V is the number of verbs in the text, N is the number of nouns.

Applying the formula, we have found that the ratio of verbs to nouns is 147. This text has a large number of verbs; therefore, students will not have any difficulties reading it.

Based on the conducted research, not a single word in this text caused difficulty in reading for students of 6th—7th grades, therefore, the familiarity of the text is quite high, thus, problems with the comprehension of the text were not revealed among students.

The index of concreteness/abstractness of words in a text significantly affects the difficulty of its perception. The abstractness of the text is determined based on the ratio of the number of concrete and abstract nouns. The concreteness/abstractness index is quite high, since all the nouns in this text are concrete, so the text is quite easy for readers to perceive.

An example from the *Gateway* A1+, Unit 2.

The idea is simple…

The analysis of the text is carried out in stages in three groups of studied parameters: descriptive characteristics, readability indices and lexical parameters.

Descriptive parameters, average sentence length and average word length are evaluated using TI.

In our analysis, the average sentence length is 9.75 words, which is lower than the specified average parameters. TI proves that the average word length is 1.35 syllables, which is lower than the set of 1.66 syllables. These results show that in terms of descriptive parameters, the complexity of the text is below average in contemporary English.

The average level of readability of this text according to *Flash Kincaid* is almost identical for different servers. According to TI, the average level is 82.4, which corresponds to the awareness range of a 6th grade student of an American high school. At the same time, the Readable service shows a result equal to 83.1, which also corresponds to the awareness range of a student of a 6th grade student in an American high school. The *Flesch Kincaid Calculator* service demonstrates that the average reading level is 79.5, which corresponds to the awareness range of a 7th grade student in an American high school. Thus, the text is suitable for students of the 6th—7th grades.

Lexical parameters. Online services *Readable* and *VocabKitchen* show different results. According to the general Russian competence of foreign language proficiency, *Readable* refers the text to the A1 level. According to *VocabKitchen*, the ratio of words of a certain level to all the words in the text is as follows: A1 − 81%, A2 − 11% and B1 − 4%, B2 – 0%, the rest of the words, such as proper names − 4%. According to these indicators we can state that the text is quite simple and it can be attributed to the Beginner-Elementary level.

When calculating the narrativity, we applied the formula VNR = V/N*100 and obtained that the ratio of verbs to nouns is 55. This text does not have a large number of verbs; therefore, students may have some difficulties with reading it.

As well as the first text, the second text did not cause difficulties when reading, therefore, the familiarity of the text is quite high, so there were no problems with comprehension of the text among students of 6th—7th grades.

The concreteness/abstractness index is quite high since all nouns in this text are concrete, which leads to the conclusion that the text is quite easy for readers to perceive.

Thus, a comparative analysis of the two texts is summed up in Table 1.

	English for the 6^{th} grade by V. P. Kuzovlev	Gateway A1+
Average sentence length	7,09	9,75
Average syllables per word	1,28	1,35
Flesch Reading Ease (average)	91,58	82,75
Lexical parameters (the level)	Beginner-Elementary	Beginner-Elementary
Narrativity	147	55
Familiarity	high	high
Concreteness/abstractness index	high	high

Table 1. Findings of the comparative analysis

Based on the conducted research, it can be concluded that these texts correspond to the characteristics that students have identified for easy texts, namely: short sentences (no more than 10 words); the length of words on average does not exceed 1.35 syllables, which greatly simplifies reading for students; the level of words does not exceed the specified Beginner-Elementary; all the words are familiar to students; a high index of abstractness/concreteness allows students to easily understand and translate the text.

Thus, the analysis of these texts has proved that, presumably, these texts should not cause difficulty for students when reading. The readability of Flash-Kincaid is in the range from 5 to 6. The indicators of narrativity, familiarity, as well as the index of concreteness/abstractness of texts are quite high, and most of the words belong to the A1-A2 level, which corresponds to the Beginner-Elementary levels, therefore, it can be concluded that texts should not cause difficulties for students of the 6th grade when reading. This kind of text analysis allows one to provide a more accurate reader's address, as well as to understand whether the text corresponds to the textbook of the declared grade.

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EDUCATION IN CHINA: OBSERVATIONS AND THOUGHTS

One day in a Chinese school or how the Chinese education system influenced my English teaching system

The article outlines the author's personal experience of work at a Chinese technological institute. Chinese academic indicators have been incredibly high throughout last years. At the same time, this success has a long story and the educational society discusses benefits and drawbacks of the processes going on in the academic life of China. The article throws light upon the academic process in an ordinary Chinese school and raises a number of questions regarding the content, approach, methodology and psychological well-being of students. In conclusion the author outlines her personal ideas of teaching English to Chinese students taking into account cultural aspect.

Key words: PISA, levels of education, a boarding school, training centres, read-aloud hour, rote learning, explain-drill-produce method, mentorship, work in chorus, creative thinking.

In 2018, I was invited to teach English at the Institute of Technology in Anyang located in central China in Henan Province. It is no secret that China has made a great leap in the academic achievements in the last thirty years. Until recently, China invited qualified specialists from abroad, providing them with high salaries and all conditions for living and fruitful work to teach Chinese people. According to the PISA study (The Programme for International Student Assessment, an international organization coordinated by the Paris-based Organization for Economic Co-operation and Development), the top positions in the assessment in such areas as sciences, reading, and maths, as well as financial literacy, social and psychological well-being were taken by Singapore, Japan, Estonia, Chinese Taipei, Finland, China within the Beijing-Shanghai-Tiengsu-Guandong provinces, Korea, New Zealand, Slovenia, Australia, Britain, Germany, Netherlands, Switzerland [3, p. 5]. The People's

Republic of China is the absolute leader in financial literacy. Russia is in the 4th place by this criterion.

China has been developing by leaps and bounds and higher education has become a symbol of a successful future. I decided to observe the learning process from the inside, spending a day in Junior High School 5 in Anyang, China. At the same time, I was teaching at a Chinese institute and was giving lessons in a Training Centre where school students spend their afternoon doing homework and attending extra classes. I also managed to visit a Chinese kindergarten. What is the essence of Chinese education? Let's have a look.

Morning at school begins at 6:30. On Monday mornings, children gather downstairs at the school for a flag-raising and motivational speech where they are admonished to succeed in their studies and work hard. At 7 a.m., the read-aloud hour begins. Students sit in their classrooms and read aloud in either English or Chinese, developing fast reading skills. Students on duty clean up the classrooms, hallways, and stairwells during this time.

Interestingly, school in China is often boarding (when students live there for 5 days or an entire week) or half-board (from 6:30 am to 10:00 pm). The uniform is sportswear. Each school has its own sports uniform. On the walls in the hallway, there is information about teachers, their qualifications, victories in competitions – a Wall of Success.

A teacher is a respected profession in the Chinese society. The status of the teacher is voiced at the legislative level in the "Teachers Law", adopted in 1994 [5]. To be a teacher is to be a model of behavior and a treasure trove of knowledge. Teachers work in groups in which there is a hierarchy. To become a teacher, one must complete a minimum of two years at a teacher training college or a bachelor's degree and be licensed to teach at one level or another [4, chapter 6]. There is a teaching community and professional heritage in schools [2].

The entire education system in China is divided into the following levels:

- kindergarten (3–6);
- primary school (grades 1–6 (ages 6–12));
- junior high school, grades 7 to 9 (ages 12 to 15));

- senior high (grades 10–12 (ages 15–18));
- higher education: colleges and universities (bachelor's, master's and doctoral degrees).

Elementary School

Children enter the first grade of school already knowing how to read and write because mastering Chinese characters is a multi-year process that begins in a kindergarten. First- and second-grade students must recognize 1,600 characters, 800 of which they must write from memory. Every first-grader dedicates many hours to learning Chinese: reading, writing, and reciting Chinese characters and lines aloud. Thus, the rote learning is part of the daily routine [1, p. 86].

Middle School

After reading in the morning, middle school students study Chinese, History, Maths, Geography, Biology, English, Physical education, Moral education, and music from 8 a.m. to 11:30 a.m. There are usually 40-60 students in classes. The prevailing method of teaching is usually "explain-drill-produce". Students write a lot, repeat, learn by rote, and answer the teacher's questions. To intensify the speech activity at the English lessons students are split into mini-groups and make up dialogues, solve communicative problems in these groups, and then the representatives of the groups answer and the whole group gets points for a good answer. There is often an element of competition. It should be noted that historically rote learning has been the main principle of learning new material in China [1, p. 107]. The Chinese examination system itself was always authoritarian: the main thing was to learn, write, and tell. In fact, this system was the world's first public examination procedure designed to select government workers. This examination system was an instrument of social control. Obviously, this system fostered obedience and submissiveness. As the Chinese say to their children, "For ten years studying in a cold room, no one is interested in you, but as soon as you succeed, the whole world will know about you" [6, p. 81].

Chinese and English

Putonghua, a dialect spoken today by all educated Chinese people, was adopted as the national language in 1956. And, as already mentioned, mastering it requires many years of study. When it comes to a foreign language, any European language is a completely different system from Chinese and is difficult to master, especially the phonetic aspect. Therefore, students repeatedly spell and write English words and sentences for the best practice.

Work in chorus is a familiar activity in the lessons at the elementary level although I cannot help but note that this type of work persists in the college years as well. My personal observations on campus prove that this type of work is really curious but needs improvement. The procedure is as follows: first-year students practice phonetics with choral spelling outside on the lawn. A phonics practitioner or a person in charge is assigned. Students gather on the campus lawn at 12 p.m. and loudly repeat all the words after a senior. There is one “but”. They repeat compound words in isolation, such as “environment”, “language”, and “development”, but they do not organize them into meaningful groups and sentences. It would be much more effective to practice these words in context, in questions and answers, in chains, like a snowball.

Chinese students are good at reproducing a reference dialogue or a learned story. Difficulties arise when they need to engage their imagination, to think, to draw a picture, to finish a story, that is, to engage their creative thinking. Even with the necessary words and grammatical constructions in their arsenal, for them it is difficult to construct their own statement about the picture, to express their own opinion, to come up with a story.

Coming back to the school premises. From 11:30 to 14:00 students have lunch in the canteen. At 2 p.m. everyone returns to school and continues their studies. In the afternoon, students begin physical education classes. At 17:30–19:00 dinner, after which the children do not go home but stay at school to do their homework until 9 p.m. in middle school and until 10 p.m. in high school. The schedule is slightly different in those schools which do not have children during the afternoon break.

Moral education is an important component of both school and university study. Chinese students are well-mannered, polite, respectful of elders and teachers, and openly express their admiration if they are happy about something.

Having worked for one academic year in China, I can say that this system has both advantages and disadvantages. The benefits are that students are accustomed to hard work and discipline, they are instilled with respect for their elders and teachers, such skills and ability as to achieve their goals are formed. I cannot help admiring the fact that they sincerely respect Chinese history and culture. Students and teachers take care of ancient relics preserved at schools and are proud of their cultural heritage. They never criticise the past but look forward to future changes.

Having worked as a teacher with freshmen in Anyang Technological Institute, I can identify the following disadvantages: fatigue from learning and as a consequence unwillingness to do homework, the inability to work independently without the supervision of parents and teachers (always need a "stick"), a sense of sudden freedom coming to students when they enter a university, which manifests itself in the constant "hanging out" in the phone, even in class, and, of course, underdeveloped critical and creative thinking. It turned out that it is often problematic for the first-year students to make a presentation in Power Point on a particular topic in terms of the logic of the material shown and further presenting, to create and play their own dialogue which has to be as close to reality as possible. Lack of drive for gaining knowledge and mastering new competencies can also be mentioned.

Conclusion

Considering these pros and cons and historical background, I have developed my approach and methodology for teaching English to Chinese first- and second-year university students. First of all, the lesson should thrill them. They should look forward to coming to class. The element of novelty and surprise is always present. The warm-up creates a natural conversational atmosphere. Secondly, the ratio of "Encouragement+Correction and feedback" should form a sense of success, of moving forward, but with an awareness of weaknesses that need to be worked on. Thirdly, tasks aimed at developing creative thinking allow developing speech in English, allowing students to create their own statements and discourses through comprehension of a non-standard picture, situation, text. Fourthly, the competitive component and the game as a teaching method (role-play, quests, students' made activities, analytical/logical games, board games) are constant, as they awaken interest in what is going on. Fifth, the image of a teacher-mentor rather than a "transmitter" of ideas and knowledge creates a favourable atmosphere in the classroom and frees students who are used to "submission". A mentor directs his/her students, so I have written a series of articles for students with tips on developing skills on their own outside the classroom, such as "Tips on developing listening skills" or "Tips on developing speaking skills".

To summarise, it should be emphasized that Chinese education has made a great leap forward due to the accessibility and possibility for all segments of the population to receive this education. The continuity of education that is built among the teaching staff has shaped the mentorship and transfer of experience from the older to the younger staff generation. However, it is necessary to develop students' self-motivation and creative thinking for the full development of personality in order to be able to put their most daring ideas into practice.

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COMPARATIVE STUDIESAT THE PRESENT STAGE OF LINGUISTICS DEVELOPMENT

The paper describes the main directions of comparative studies: interlanguage and intralanguage comparison. Two main types of interlanguage comparison: comparative and contrastive studies are presented, the difference between them is underlined. Types of contrastive dictionaries worked out by Voronezh Theoretical Linguistic School are introduced. The new comparative-parametric method of linguistic research aimed at both comparative and contrastive studies is presented.

Key words: interlanguage and intralanguage comparison, comparative and contrastive studies, comparative-parametric method.

Comparison is a general scientific method, along with logical analysis, generalization, description, etc. This method is widely used in all sciences, but its capabilities have not yet been sufficiently systematized.

Obviously, such systematization on a global scale is impossible. But within the framework of a certain science, it is possible and necessary. It is important to establish what can be compared, what grounds for comparison may exist, what purposes the comparison method can be used for and what it can give to solve the problems of a concrete science.

Recently, there has been a significant increase in interest in comparative studies in various linguistic areas. This interest is due, in particular, to the following reasons:

- the need to identify universal features of language material;
- the desire to describe the national picture of the world of speakers of different languages;
- interest in studying the national peculiarities of semantics and language thinking;
- the need to improve bilingual dictionaries, where national-specific features of the semantics of translated correspondences are indicated;
- expansion of the sphere of teaching foreign languages,
- increased interest in the language consciousness of language speakers and the desire to describe group, social, gender, age and other features of language differentiation, etc.

Linguistic research distinguishes between interlanguage and intralanguage comparison. As for interlanguage comparison, Voronezh Theoretical Linguistic School distinguishes 2 types of it: comparative and contrastive studies.

Comparative studies provide extensive material for the theory of language. In particular, the comparison of lexical phenomena makes it possible to assess the common features and national characteristics of different lexical groups (lexico-semantic groups, thematic groups, lexico-semantic fields, and synonymic series), lexemes and semanthemes in closely related and non closely related languages, to determine what lexically unites these languages, and what is characteristic of only one of them.

If, in a comparative study, the language material in the compared languages is studied in parallel and then compared, in contrastive studies, the description goes from one language, usually native to the researcher, to a foreign language.

A contrastive study of vocabulary and phraseology allows to get a description that is convenient for teaching a language as a foreign one. The practical result of the contrastive description of the meanings of the lexemes of the compared languages is the creation of contrastive dictionaries of various types.

The following types of contrastive dictionaries were introduced by Voronezh Theoretical Linguistic School:

Contrastive seme dictionary;

Contrastive explanatory and translational dictionary;

Contrastive differential dictionary;

Contrastive seme phraseological dictionary;

Contrastive explanatory and translational phraseological dictionary;

Contrastive differential phraseological dictionary;

Contrastive dictionaries of non-equivalent vocabulary and phraseology;

Dictionaries of lacunae.

All these types of dictionaries are necessary when learning and teaching a language, when translating, as well as when identifying the national specifics of the semantics of the language and describing the national picture of the world.

The intra-language comparison presupposes studying of categories and phenomena of one and the same language:

- group differences of language phenomena (territorial, social, gender, age, etc. differentiation);
- the difference between system and non-system meanings and uses;
- differences in the semantics of language units in paradigms (component analysis).

This type of comparison also makes it possible to carry out differential interpretation of synonyms and antonyms, as well as to identify intra-linguistic lacunae.

Comparative analysis of synonyms leads to the clarification of their meanings, differentiation of close synonyms, establishment of the absence of absolute synonyms in the language, since semantic differences are always revealed.

Comparative analysis of synonyms makes it possible to compile a seme dictionary of synonyms. The development of a dictionary of synonyms on an experimental basis allows, as a result of a free associative experiment and processing of the results obtained, to differentiate the closest synonyms.

Comparative analysis of antonyms makes it possible to identify the oppositive relations of a word that really exist in the minds of native speakers and determine its systemic relations in the language.

Based on the study of synonymic and oppositive relations, it is possible to build a synonymic-antonymic model of the lexical system of a particular language, reflecting in it the real relations of words in the linguistic consciousness of native speakers.

The identification of intra–linguistic lacunae makes it possible to identify "empty spaces" in lexical, stylistic, word-forming, form-forming paradigms, gaps in synonymic and antonymic pairs, which is important for describing the systematic nature of vocabulary and both native and foreign language teaching.

Of particular interest for comparative research is the comparative-parametric method being developed within the framework of the Voronezh Theoretical Linguistic School. This method makes it possible to carry out both interlanguage, including contrastive, and intra-linguistic comparison.

The essence of this method is to develop and use formalized parameters for describing languages, conceptual spheres and their national specifics. The characteristic of a particular linguistic or cognitive phenomenon within the framework of the corresponding parameter is expressed in the form of a certain index, presented in numerical form. Comparison of the indexes in different languages and conceptual spheres makes it possible to draw a conclusion about the presence or absence of national specificity for this parameter, as well as about the degree of its manifestation [1, p. 20].

The method involves two consistently applied research procedures – indexing the analyzed parameters and scaling the identified differences.

The formalized parameters used in the framework of the comparative-parametric method make it possible to overcome the eternal subjectivism of semantic research and give objective quantitative character to the rather subjective observations of linguists; the use of appropriate scales makes it possible to give objective qualitative characteristics to the data presented in quantitative form.

The comparative-parametric method can also be used to create a semantic typology. Attempts to create a semantic typology in the middle of the last century were unsuccessful, and as a result were abandoned by scientists. The comparative-parametric method provides an opportunity to return to this idea at a new level.

These are the main directions of the development of comparative studies at the present stage of the development of Russian linguistics.

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A COMPETENCY FRAMEWORK FOR TEACHER DEVELOPMENT IN ONLINE COURSE DESIGN: INTERCULTURAL BACKGROUND STUDY

This paper describes an international collaboration research project between NUST MISIS University and an American university with a deep history in online learning. The project was inspired by the growing demand for degree and certificate courses online; this has resulted in a great need for faculty who have skills in online course design. Our competency framework provides a structure for faculty development in this critical educational area. It gives a general overview of our approach to designing a competency framework as a practical tool for teacher development purposes.

Key words: online course design, course design, teacher training, teacher development, competency framework.

While there are a number of available tools for competency development in online teaching, there are few for online course design. Our project responded to the need for a competency framework to teach faculty members how to design their online courses – the one that would be useful in an international context. The most impactful existing course design frameworks reflect a particular cultural orientation, developed and framed in an American context. While individual scholars have proposed frameworks for international contexts, these are not relevant to the current conversation and thus have not been widely adopted or even discussed. Therefore, our project is aimed at implementing international collaboration to develop an online course design competency framework, and within that framework to identify universal and culturally specific competencies.

Titled the *Virtual Course Design Lab*, it was a nine-month partnership between two universities: MISIS University of Science and Technology in Russia and Union Institute & University in the United States. It brought together a variety of stakeholders from both institutions. It used an action research methodology and drew on both existing research and the expertise of members. It used design thinking principles to empathize, define, ideate, prototype and test a *Competency Framework* for *Online Course Design*. It also produced two teacher training courses, one from each university: these served as a way to test our framework and, after revision, will serve as a way to teach it.

Russian teacher training universities rely on the national professional standards for pre-school and school teachers. However, there are no established professional standards for teachers working in higher education and further professional education whether that be for in-person or online mode. Russian teacher training universities are currently using the Russian Educational Standards that do not feature the digital course design competences, which makes them obsolete. Meanwhile, there is an array of online courses on offer and the question posed is whether they are designed profoundly enough to meet learner needs and support learners in attaining learning goals.

MISIS University of Science and Technology is well poised to meet this need. MISIS was the first university in Russia to introduce the blended learning model in its language training programs in 2010, which became the springboard for extending the model to other programs in the university. Since then, MISIS has established its reputation in Russia as a leader in educational innovations, relying on research and international experience to inform the community of its teaching and learning practices. And in response to the need of developing teaching and course design competences for online education, the team of the Department of Modern Languages and Communication has recently launched the international master's program Second Language Teaching and Pedagogical Design in Digital Environments.

In the United States, course design is much more developed. The two frameworks that are most commonly used are *Quality Matters* [Course Design Rubric Standards] and *OSCQR* [The SUNY Online Course…]. Both are extremely useful in an American context. At the same time, both reflect American cultural expectations about teaching and learning. They were not designed with an explicit attention to internationalization, and they don't include space for culturally specific ideas about which competencies are essential.

Union Institute & University (UI&U) is well-poised to co-develop a competency framework, drawing on its twin strengths in online teaching and social justice. UIU has a long history in innovative teaching, bringing over a half century of experience in low residency, hybrid and online course development. The university is well known for its emphasis on social justice. The Center for Teaching and Learning has a fully developed instructional design staff well versed in the scholarship and practices of distance learning, including online course design and delivery and online pedagogy. It offers a required course on UI&U's LMS along with its two flagship faculty development programs: the Digital Literacy Initiative and Writing Across the Curriculum Online. Building on these programs, the university developed a series of Essential Competencies for Teaching Online for competency-based certification, paving the way for our *Online Course Design Competency Framework* [2].

Our research goals dictated that we use an action research methodology, specifically participatory action research. In PAR, researchers bring together a team of community members to tackle a central problem [5]. We used a multi-stakeholder approach. Our team members represented various roles including department head, department development professional, instructional designers, faculty teaching online, Center for Teaching and Learning administrator, and faculty development professional.

We chose a design thinking approach as particularly relevant to the course design. The design thinking model follows a nonlinear process including five steps, which we describe in our process below.

Before launching our project, we did an environmental scan of the scholarly literature on competency frameworks for course design [1; 6; 8]. Aside from *QM* and *OSCQR*, there were very few. Those that existed tended to have a particular angle (eg. civic-mindedness) which gave them limited usefulness from a teacher training perspective. Recognizing the need for developing our own competencies, we familiarized ourselves with the tools for competency design. *The eCampus Ontario Open Competency Toolkit* [4] emerged as the most useful tool, thanks to its clear definitions, its emphasis on performance indicators, and its embedding of skills and knowledge to inform training.

With these elements complete, we began our design process. In the first stage, Empathize, designers approach the end user with empathy and curiosity, trying to understand their experience and the challenges they face. In our case, the end user was teachers, particularly at the university level, who found themselves teaching online in courses that they were either developing or adapting from face-to-face contexts.

In the second stage, Define, designers define the problem as they understand it. In our case, this stage provided a collective confirmation of the knowledge that we had individually brought to the project: that there was a great need for a practical tool for teacher training for online course design.

The third stage, Ideate, was the most complex. For a competency framework, we needed both the individual competencies – for example, technical proficiency – and to group them in a larger framework that would make them useful and conceptually available. Our ideation process was extensive.

We first identified the domains that would structure the framework, first in country-specific subcommittees, and then in discussion as a team. The cultural differences really emerged at this stage, e.g., we had culture-specific definitions for such competency elements as "culture", "ergonomics", "inclusiveness", etc.

At the fourth 'prototype' stage we created a framework template

which was used as the foundation for two pilot courses aimed at teacher development in online course design. The upcoming next stage will be dedicated to testing our culture-specific target audiences.

After we finish trialing the courses, we will integrate collected feedback paying attention to both universal and culturally specific elements. Our resulting online design competency framework will then be available for teacher development. Future publications will describe the results of these development programs.

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METAPHORIZATION IN THE COVERAGE OF RUSSIAN-UKRAINIAN CONFLICT (BASED ON THE HEADLINES OF THE NEW YORK TIMES)

The article attempts to provide a linguo-cognitive analysis of conceptual metaphors in the headlines of media texts devoted to the Russian-Ukrainian conflict. The cognitive mechanisms of compression, focusing and defocusing determine the complexity of the semantics of metaphors and their transformation over time with abstract metaphors being replaced with concrete ones.

Key words: (de)focus, title, compression, conceptual metaphor, media discourse.

Metaphor, or the use of words and expressions in a figurative sense to compare one phenomenon to another one on the basis of a common feature, is a common stylistic device used by many writers, poets and philosophers. It is based on the ability to generalize, abstract and classify the information according to the types of relationships and connections. This term was first mentioned by Aristotle in the philosophical treatise *Poetics*, where the metaphor is associated with the idea of art as a reproduction of reality and imitation of life. Although this literary device has been used for many centuries, it is only in the twentieth century when it was studied in detail and the theory of conceptual metaphor was developed. J. Lakoff and M. Johnson, who profess the empirical approach, emphasize the important role that the metaphor plays in referring to the experience and categorizing it since the metaphor highlights particular aspects of an object or a phenomenon and at the same time hide others [3, p. 10]. These scientists distinguish three types of metaphors: structural, in which one concept is expressed in terms of another; orientational, that is comparisons based on spatial relations and oppositions; ontological, in which complex concepts are conceptualized in terms of human characteristics [3, p. 15, 22, 47].

The metaphor takes on a special meaning in the realm of politics, where a clear expression of one's own point of view and an accurate understanding of the position of the opposite side is necessary in order to reach an agreement through negotiations. Metaphors are typical of informative and analytical media texts, which are to express the author's subjective point of view on the phenomenon or event covered [1, p. 116]. The analysis of metaphor in political discourse shows how the understanding of the political situation is structured in terms of another category and how the position of the speaker is reflected in the language. Perhaps the most important thing in the analysis of this kind is an opportunity to see how public opinion is formed with the help of metaphorical frames [4, p. 7]. According to Z. Kövecses, the study of the cognitive processes involved in the use of conceptual metaphors helps to identify ways to shape media language and its different modalities and to identify the prevailing trends in media discourse [2, p. 138].

Of particular interest is the study of metaphors in the article headlines, where a high degree of information compression leads to semantic complexity [5, p. 200]. The content is condensed in a short verbal form, and one of the meanings of a compound concept is emphasized. The purpose of this work is to analyze mental operations that occur when deciphering concepts condensed in metaphors, and to study the gradual change in the metaphorical content in the headlines of the articles devoted to the Russian-Ukrainian conflict. 82 headlines of the articles published in the online version of the leading American daily newspaper *The New York Times* within the period from February 22, 2022, to May 01, 2022, have been analyzed.

The headlines studied contain a few conceptual metaphors. The ontological metaphor CONFLICT IS AN ENTITY is mostly represented through verbs that describe the actions of living beings. For example, in the title "Ukraine Invasion Tests the Ties Between Vladimir Putin and Xi Jinping", the concept of military operations, expressed by the noun "invasion", is personified and given the characteristics of a person who checks or tests an object through the verb "to test". In "Russia's Assault in Ukraine Slows after an Aggressive Start", the military activities, defined by the noun "assault", are slowed down like human actions being slowed down. It should be noted that the title of the article emphasizes the initial stage of the military operation: on the one hand, the semantics of the word "assault" implies the beginning of the offensive, on the other hand, the title contains a direct indication of the first moments of the offensive operation ("start"). This stage of hostilities is personified through the adjective "aggressive", creating ontological metaphors CONFLICT IS AN AGGRESSIVE ENTITY and CONFLICT IS AN ENTITY WHOSE MODE IS CHANGEABLE. Another example is the article "Ukraine Agrees to Talks with Russia, but Fighting Still Rages", where the struggle expressed by the noun "fighting" is personified through the mood verb "to rage" in the same metaphor CONFLICT IS AN AGGRESSIVE ENTITY. The adverb "still" stresses the temporary nature of this disposition and shows that the state of the conflict can change.

The use of the relatively abstract ontological metaphor CONFLICT IS AN ENTITY is rather typical of texts published in the first days of the military operation, as all the articles cited above date from February 2022. Further, this ontological metaphor is gradually concretized in the structural metaphor CONFLICT IS THE ENTITY THAT INFLUENCES THE ECONOMY. In the headlines "In North Africa, Ukraine War Strains Economies Weakened by Pandemic" and "The War Is Reshaping How Europe Spends" the verbs "to strain" and "to reshape" have the general meaning of changing of the shape, that is, the war is conceptualized as an entity that reshapes the economy. In the article "Europe Prepares for Reverberations of War: a Slower Economy and Faster Inflation", the military action is presented as an entity with a powerful voice whose echo ("reverberations") slows the economy down and accelerates inflation.

A significant proportion of the texts covering the Russian-Ukrainian conflict is devoted to the strategy of international banks adopted in connection with the latest hostilities. Banking systems are personified in ontological metaphors, too. For example, in the heading "The Bank of England Raises Rates Again in a Bid to Corral Inflation" the verb "to corral" conceptualizes banking institutions in the ontological metaphor BANK IS AN ENTITY THAT CONTROLS ECONOMIC PROCESSES. In the article "Big Banks Are Keeping a Close Eye on Russia-Ukraine Tensions", banks are personified: like living beings, banks have eyes, and they can keep an eye on someone or something in order to control them. Thus, the banking system is represented through the ontological metaphor BANK IS THE ENTITY THAT CONTROLS MILITARY CONFLICTS. It should be noted that the conventional metaphor developed by J. Lakoff and M. Johnson CLOSENESS IS STRENG OF EFFECT, expressed in the headline through the adjective "close", reinforces the meaning of the idiom "to keep an eye on something" and enriches the implications of the title: banks do not just follow military operations, but totally control them [3, p. 128]. This is where the metaphor THE BANK IS AN ENTITY IN COMPLETE CONTROL OF MILITARY ACTIONS comes from. The idiom "to keep an eye on something" grades the degree of control exercised by banks since the expression can only be used in relation to a secondary activity. Thus, special emphasis is laid on the fact that banking institutions have several fields of activity, and monitoring the events in Ukraine, apparently, is only one of the focuses of attention. It levels out the significance of the military conflict, gives paramount importance to banks and leads to the conceptual metaphor THE BANKING SYSTEM IS A MORE POWERFUL ENTITY THAN MILITARY CONFLICTS. Structural metaphors like this reveal the idea that the American economy controls military conflicts in the world.

The conceptual metaphor THE BANKING SYSTEM IS A MORE POWERFUL ENTITY THAN MILITARY CONFLICTS is concretized in many other headlines, including “Treasury Warns Foreign Banks Against Helping Russia Evade Sanctions” and “Biden Hits Russia with Broad Sanctions for Putin's War in Ukraine”, which mentions sanctions as a means of the US financial control over Russia. The verb “to hit” activates the cognitive mechanism of (de)focusing as it highlights the idea of the economic war between Russia and the United States, with sanctions being the weapon and the banking system being the executor, and tones down the significance of the war in Ukraine. This is how the target domain narrows down to the structural metaphor CONFLICT IS FINANCIAL CONTROL. The verb “to evade” enriches this mental space since it implies a certain degree of craft. This reflects the peculiarities of the financial warfare that requires subterfuge and invention.

The linguo-cognitive analysis shows that the conceptual metaphors in the headlines of articles devoted to the Russian-Ukrainian conflict change over time, as rather abstract metaphors typical of any military operations descriptions are consistently being replaced by more concrete ones. Another trend is the mechanism of (de)focusing. On the one hand, it operates through the gradual transformation of the mental space that conceptualizes the conflict, that is through the transfer from military to economic metaphors. On the other hand, it is activated in the change from the Russian-Ukrainian conflict being in spotlight to the Russian-American confrontation coming to the foreground. This shift in focus reflects the economic nature of the global conflict.

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FEATURES OF IMPROVING THE EXPERT-TESTOLOGICAL COMPETENCE OF A FOREIGN LANGUAGE TEACHER

The implementation of control and monitoring of foreign language teaching requires the teacher not only to re-evaluate their activities, but also to form and improve their expert skills, as well as the skills of conducting various types of control. Taking into account the fact that there is no discipline within the framework of higher education aimed at the formation and development of expert-testological competence of teachers, we will designate the system of advanced training as one of the main forms of teaching teachers the basics of expertise and control in the field of foreign language education.

Key words: expert-testological competence, expert skills, teachers of foreign languages.

At the current period of the development of the education system of foreign languages, much attention is paid to testing communicative competence of students, which provokes objective systematic monitoring of learning outcomes. Testing can form a system of knowledge and skills of students as well as help to manage the process of teaching foreign languages to meet the requirements of State Educational Standards. Modern language tests are aimed at achieving various goals as well as the possibilities of testing improve the quality applying the process of teaching foreign languages. As it is stated by N. N. Savchenkova, "it is common knowledge that the final certification of graduates of secondary education is carried out using control and measuring materials at the federal level" [6, p. 2]. Additionally, the author mentions that "educational diagnostics, pedagogical audit of the quality of knowledge, some Russian monitoring of the quality of education based on testing and international comparative studies of the level of educational achievements of schoolchildren (PISA, PIRLS, TIMMS, etc.) are carried out, in which Russian schools take part, use test diagnostic methods" [ibid].

We share the ideas of M. A. Agafonova that "the teacher is the most significant figure in solving tasks related to testing in the foreign language educational activity. It is their responsibility to select the content of test materials optimally and the level of difficulty of test tasks, develop distractors that most fully take into account typical mistakes and difficulties of students" [1, p. 225]. Obviously, only a teacher directly involved in the educational process of foreign languages can conduct an examination of test materials in the context of an educational situation.

The analysis of contemporary publications such as V. I. Zvonnikov, M. B. Chelyshkova, I. Y. Pavlovskaya, A. O. Grebennikov, M. J. Kreer, A. Hughes and others showed that despite the fact that testing has become confidently recognized in the practice of secondary schools in our country (for example, Unified

State Exam, annual tests for schoolchildren and etc.) most teachers of foreign languages are inclined to believe that additional preparation for the use of testing in the learning process of foreign languages due to the fact that they did not have such subject as “Testology” while gaining higher education is needed. Also, we would like to emphasize the fact that teachers do not have an essential amount of knowledge, skills, attitudes and experience of testing activities. The low level of teachers' expert-testological competence does not allow them to use testing in teaching foreign languages effectively and creatively. At the same time, due to different reasons they are not ready to work independently to raise the level of their expert-testological competence. The need for special teacher training course for the effective use of testing in the system of advanced training is emphasized by many teachers of foreign languages.

In our modern society, the task of studying and describing the teacher's expert-testological competence and gaining it in the system of advanced training is relevant and should be seen in the aspect of testology and other studies.

The development and application of tests of educational achievements in foreign languages require knowledge of the basic theory of testing, taking into account the psychological and pedagogical foundations of pedagogical testing, certain technologies, which also provokes continuous development and self-improvement of the teacher in the field of testing. For the effective use of testing in the educational process, a teacher of foreign languages must have a system of general and special knowledge and skills in the field of language testing. Moreover, it is extremely critical for a teacher of foreign languages to have a positive value attitude to the use of test technologies in educational diagnostics, a creative approach to the tasks of testological activity, constant reflection on this activity.

A teacher of foreign languages is supposed to see the problems of testing in teaching, be able to set tasks for solving these problems, independently extract the necessary information and operate with it to solve, achieve the implementation of the found method of tackling the problem.

The system of formation of a teacher of foreign languages expert-testological competence represents a unity of purpose, principles, content, forms, methods and means of teaching. This system also includes pedagogical conditions for the effectiveness of the formation of the teacher's expert-testological competence, the construction of an educational process that ensures the teacher's position as a subject of his own expert-testological development.

The introduction of a special course “Expert-testological competence of the teachers of foreign languages” into the educational process in the system of advanced training focuses on increasing the role of independent work of teachers through the use of active methods and personally significant practical and educational tasks in the learning process, including “creative tasks that contribute to the active self-realization of the teacher in expert-testological activity; computerization of the educational process and the use of information and communication technologies at all stages of the process of forming the teacher’s expert-testological competence; active inclusion (immersion) of the teacher in practical-implementing testing activities” [5, p. 347].

Solving the problem of creating a methodological model for the formation of expert-testological competency of foreign language teachers in the course “Expert-testological competence of the teachers of foreign languages” requires the implementation of the following groups of tasks. The first group includes tasks related to the formulation of the concept of expert-testological competence with the definition of its content and structure, “with the identification of the place of expert-testological competence in the competence system of a foreign language teacher” [6, p. 2].

The second group of tasks is related to the construction of fulfilment of the content, conditions, means and methods to organize the process of forming expert-testological competence in the system of advanced training. The tasks that make up the third group comprise organization of experimental training within the framework of the course activities, analysis of the results obtained and obtaining conclusions about the effectiveness of training.

The purpose of the process of forming the expert-technological competence of foreign language teachers is determined by the social order of society for the development of the personality of a teacher who is able to effectively use didactic testing in his professional activity. The goal is specified in the following tasks:

– determination of the initial level of expert-testological competence of a foreign language teacher;

– identification of skills, abilities and strategies of expert-testological competence that need to be formed;

– motivation of foreign language teachers to master expert-testological competence, taking into account all its structural components;

– organization of work on the formation of expert-testological competence among teachers of foreign languages within the framework of the course in the system of advanced training;

– systematic identification of the achieved level of formation of expert-testological competence of teachers of foreign languages, the implementation of its correction.

When forming expert-testological competence, it is necessary to constantly maintain the active position of teachers of foreign languages in the classroom or online platform MOODLE in order to stimulate the development of the teachers' skills to be able to work with language tests and use them in the lessons. To perform this, it is advisable to use such teaching methods as a business game, a role-playing game, a project method, a case study.

In conclusion, it is necessary to stress once again that expert-testological competence is compulsory for teachers of foreign languages as awareness of the essentials of language testing is the criterion of professional competence of foreign language teachers. Testing is an effective contemporary tool of pedagogical and language control that requires special knowledge, skills and abilities from test creators and users – teachers of foreign languages.

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TESTING OR TEACHING: INTEGRATED TEST ASSIGNMENT

The paper touches upon the issue of balance between the approaches of testing and teaching English. The notions "an assignment in the form of a test" and "a pedagogical test" are discussed. The role of integrated test assignment is highlighted. The examples of integrated test assignment such as listening-to-speak one are presented.

Key words: integrated test assignment, listening-to-speak assignment.

The aim of any English course teacher is to find some classroom techniques that work best for students. But the problem is that some teachers may consider test to be a classroom technique for better teaching. And we suppose that for better teaching and learning the assignment introduced by the teacher should *assist* learners and not *assess* what he/she has studied or understood.

Traditionally, three types of assessments may be defined. They are assessment *of* learning, assessment *for* learning and assessment *as* learning. Assessment of learning (or summative assessment) occurs at the end of a module or a unit or a course to evaluate students understanding. Assessment for learning (or formative assessment) adjusts both teaching and learning to achieve the desired aims. Assessment as learning process means that students set their goals, monitor the progress, and finally, reflect on the results.

So, we consider assessment as a learning process. The proposed approach is based on Dr. Avanesov theory. He identifies the notions "an assignment in the form of a test" and "a pedagogical test". The professor defines test as a system of assignments of specific form, certain content, and ascending difficulty. And assignment in the form of a test is considered as a unit of assessment material that is designed in the form of true or false statements [1, p. 8].

So, an attempt to introduce some assignments in the form of tests for students of programming engineering and software has been carried out.

Special attention is given to integrated test assignments such as listening-to-speak ones as the experience shows that integrated test tasks are widely used [4].

An integrated test assignment or a multi-mode test is a test which includes a task or tasks requiring the use of more than one language skills [3, p. 54].

The role of listening in the learning process may be considered in different ways [2, p. 86—87]. But anyway, developing listening skills comes together with speaking as it gives students confidence in speaking. Listening is known as an integral part of speaking both in professional environment and everyday life.

Integrated listening-to-speak test assignments are to have the form of real tasks. Comprehension questions as a means of assessing should be avoided. As a rule, listening comprehension test require students to answer orally about what they have just heard. So, comprehension questions are good as a means of assisting students to understand spoken language.

The following are the examples of integrated listening-to-speak test assignment for future IT specialists of technical university.

First, students *listen* to a recording of the headline: You are going to listen to the story “When Computers Changed the World”. Then, they *discuss* what the story is about and make their predictions. After this, they *listen* to the story and do some assignments. For example,

I. Listen to episode 00:48 and fill in the missing words.

1. Computing is ____________, computing is ____________.
2. It is how we ________, get the _______ and ___________ finance.
3. It is how we ____________, chat, and _______ _______.
4. Computing is ______ and _________ in our daily life.

II. Watch the video episode 2.28:2.50. The names of famous inventors of different times are mentioned. Prepare a small report about one of them.

III. Comment on the following statement: “The story of computing is a human story. It’s about us”. Who said these words?

IV. Agree or disagree with the following statement: “We are a privilege generation”. Use the phrases of agreeing or disagreeing to help you.

The story “History of Internet” is another example. Suggested online resource is http://www.youtube.com/watch?v=9hIQjrMHTv4. Again, students *listen* to a recording of a headline. Then, they *discuss* what the story is about and make their predictions. After, they *listen* to the story and do some after listening tasks.

I. Match the concept of the net (1-3) and the country it was developed in (A-C).

1. Scientific Network
2. Military Network
3. Commercial Network

A. England
B. France
C. America

II. Discuss in pairs the key idea of CYCLADES concept.

III. What do these abbreviations mean? Surf the Internet.
NCP, TCP, IMP, ISO, NPL.

Listening can be combined with writing. For example, we may ask students to write down the terms they have heard.

“Batch processing” is ____.
“Packet switching” means _____.

So, to develop students’ skills a teaching approach is recommended to be introduced into the English classroom environment. Application of teaching approach as the experience shows also helps to diagnose students’ strengths and weaknesses, and to evaluate their performance.

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PROJECT BASED ACTIVITIES IN TEACHING ENGLISH AT MIDDLE SCHOOL

This article considers the features of project activities in middle school. It is relevant as projects become more popular in the process of learning L2. The article analyzes the main types of projects, as well as the format that the teacher needs to follow in order to make project work effective and beneficial in teaching foreign languages.

Key words: project, project activity, middle school, typology of projects.

The project method is gaining more and more popularity. As it is stated in the modern standard of education, project activity is one of the possible ways of assessment in educational institutions [8, p. 88—92].

A project is a type of activity that implies an educational action limited to a certain period of time. The adopted project concept involves the development of an idea, a detailed plan for a specific practical product, etc. [5, p. 196—197]. Project activity is designated by the term Problem-based Learning (PBL). “Problem-based learning is a student-centered approach to learning that involves groups of students working to solve a real problem, which is very different from the direct method of teaching, when the teacher presents facts and concepts of a specific subject to a class of students" [11, p. 2].

Project activity is a way to increase the effectiveness of the formation of L2 communicative competence. Projects have now become an integral part of educational activities. They are held at different levels of training. This includes preschool, school, middle and higher education. This develops students' cognitive interests and intellectual skills of critical and creative thinking [9, p. 8]. Projects also work on self-assessment and mutual evaluation of students [3, p. 55—71].

Speaking about communicative competence, it is important to mention such names as W. Kilpatrick, E. Polat, S. Shatsky, M. Bakhtin. They formed the goals of working with projects in foreign languages. Communicative competence is the ability to solve communication problems relevant to students and society from everyday, educational, industrial and cultural life with the help of a foreign language; the student's ability to use the facts of language and speech to achieve communication goals. Communicative competence is also described as the ability to implement linguistic competence in various conditions of speech communication. Students with communicative competence are able and willing to use English in various communication situations [2, p. 109].

The study of the age characteristics of middle school students showed that the level of intellectual and mental development achieved by students indicates that they have potential. Thus, relying on this potential, it is possible to optimize the process of forming one's communicative abilities. It is important to understand that the amount of knowledge, skills, abilities and experience of adolescents is insufficient to increase the level of independence at the stage of project implementation. Project activity creates conditions under which students acquire important skills. Such skills include group interaction, research skills and communication skills. From here it turns out that students are able to build a system of relationships with their peers [4, p. 11—12].

In addition, teenagers can actively participate in the selection, organization and registration of information. The project method involves the use of a wide range of research, problem and search methods and is able to solve a number of tasks. However, in order to work with projects, students need to familiarize themselves with the typology of projects, since the organization of project activities is largely determined by the type of project. On the basis of the dominant activity in the project, such types of projects as research, information, information and research projects were identified, which can include historical-geographical, political, economic and other projects. It is important that at the same time they will differ in the type of coordination and deadlines, but the subject of research always lies in the subject area of this discipline. Therefore, when developing an English language project, the teacher should understand that each of them has characteristic features, taking into account the specifics of the subject. There are also creative and role-playing or gaming telecommunication projects. It is necessary to give examples of these types of projects in foreign languages: a literary composition in foreign languages, a literary translation into a native or foreign language, creative reflection on topics, creative evenings on foreign holidays, traditions, history, projects on the program of oral speech practice, grammar, phonetics, dramatization of a play based on the literature program of the country of the language being studied [7, p. 209].

The implementation of projects is considered successful if the work is properly organized and the joint efforts of the project participants are made. For productive joint or individual activities in the project, students must have a number of skills. These skills include intellectual skills, creativity, communication skills, and social skills. Therefore, students should be prepared in a certain way to conduct analytical and search activities [1, p. 23].

An important part of the project activity in foreign languages is preparation of the teacher before the lesson. The teacher needs to create project tasks, which are deciphered as objects of project activity or ideas. The teacher needs to choose the topic of the project, identify the problem, formulate a hypothesis, choose the content of the training and prepare questions for organizing a discussion of the alleged problems and hypotheses and find sources of information. The choice of methods, organizational forms and means of teaching should be adequate to the logic of cognitive activity. Thus, the teacher will develop a plan and it will clearly define the content of the activities of teachers and students at each stage of mastering the language material and determine the place of project tasks in the general system of lessons [6, p. 13].

An equally important condition for working with projects is a step-by-step approach, so that during work, students without difficulties go on the path to progress and the result of work is clear. All the work should be logical. This logic is implemented through certain stages. When teaching foreign languages, the general approaches developed in didactics, which include goal-setting, are preserved. Thus, the stages consist of defining the topic, problem, hypotheses and goals of the project. This is followed by planning, and then research. In conclusion, there should be a presentation of the project and evaluation of the results.

Problematic issues are also a necessary part of the preparatory work. To ensure effective discussion in the classroom, it is obligatory that the selected problems for project activities correspond to the curriculum at the appropriate stage of learning English. Project for middle school also involve a fairly large amount of extracurricular activities. Students need to search for information, consult with teachers and get additional consultations with the project supervisors [10, p. 3—4].

Thus, we see that the project method can become one of the effective ways of forming and developing the personality of students enabling them to navigate a huge flow of information, make non-standard decisions and reveal their intellectual, spiritual and creative potential. However, it is important to understand that the project method is only one of the many components of successful language learning. Project activity can be effectively used at various stages of learning, complementing any other method in the conditions of variability of teaching a L2 and allowing to optimize the process of learning foreign languages.

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TYPOLOGY OF CONTEXTS: GENERAL AND TRANSLATION PERSPECTIVES

Indispensable for interpreting explicit and hidden meanings of words, sentences, and texts, context has become a key concept in linguistics. For decades its functions, types, and relation to cognitive experience have created multiple challenges for scholars. Based on structural and cognitive approaches, this study is an attempt at understanding types of context from general and translation perspectives.

Key words: context types, classification, verbal, non-verbal, extra-linguistic, paralinguistic, context of situation, vertical context.

The decision-making process in translation is affected by various internal and external factors taken into account both consciously and subconsciously. These factors, often referred to as “the context”, are felt at all main language levels, including the word, the sentence, and the text.

In theory, there must be a type of general context at the top level, which is corroborated by existence of the terms “total context” [3, p. 18] and “global context of communication” [2, p. 127]. V. Myrkin identifies another high level of context he names “operational context”, which is used by scholars for analyzing semantic units of speech in order to determine the underlying meaning

[2, p. 128]. A similar term – "meta-context" – is used in psychology to describe "the upperlevel context of a phenomenon (a super-imposed system, in which the system under study is included as an element)" [5, p. 10].

Following traditional approach, the next level of the context hierarchy may be assigned to linguistic (verbal) and extra-linguistic (non-verbal) types of context.

The well-known "language vs. speech" dichotomy, which reflects the non-linear and linear properties of linguistic signs, is used to differentiate between paradigmatic and syntagmatic types of linguistic context [1, p. 49]. The paradigmatic (vertical) context will mean the systemic linguistic environment of language units. This may be illustrated by morphological context, which helps to distinguish between meanings of single words, such as (*air «воздух»*) and *airs* (*«важный вид»*), or *manner* (*«способ»*) and *manners* (*«манеры»*), by their morphological forms without any larger speech context. By contrast, the syntagmatic (horizontal) context is the environment in which language units occur in coherent speech. The traditional quantitative approach distinguishes narrow context (micro-context, context of the sentence) and broad context (macro-context, context of the text).

The narrow context, normally limited to one sentence, is the minimum linguistic environment, sufficient to understand the meaning and connotations of a language unit. The narrow syntactical context, for instance, is created by the functional perspective of the sentence. The narrow lexical context of the sentence is created by language units which explicate the meaning directly (by explanation) or indirectly (by activating logical thinking).

Any text, especially a work of fiction, may be understood at several levels of perception, nested within each other. While the narrow context is sufficient for initial perception, the broad context provides a deeper insight into the message, inferred from units of text larger than sentence. Such units are groups of sentences, paragraphs, chapters, and the whole text – whichever volume is needed for proper interpretation of the message.

Some academics suggest a more detailed approach to volume-based classification, which includes the following types of context: 1. Minimum (word-combinations). 2. Extended (sentences). 3. Expanded (super-phrasal units, stanzas, paragraphs, pivotal episodes, etc.). 4. Maximum (the whole work of fiction). 5. Super-context (all works by the same author) [4, p. 26]. The last step (5) is a leap into intertextual dimension. A text may also reference external sources written by various authors, therefore creating intertextual context, often referred to as "philological vertical context" [6, p. 62]. Books may share a common theme, or characters, thus generating "recurrent" context.

According to their position in relation to the language unit, the left-hand and right-hand (or pre- and post-) contexts are distinguished, respectively. With certain reservations, it may be said that the left-hand context sets up the background and induces anticipation, whereas the right-hand context unfolds the meaning and exposes the details.

A combination of external factors, influencing the meaning of language units, may be referred to as "extra-linguistic", "non-linguistic", "non-verbal", "situational" context or (after B. Malinowski and J. R. Firth) the "context of situation". These terms may be used interchangeably, with little or no difference. However, as shown below, they fall into other subcategories of extra-linguistic information. (For the purpose of this paper the term "situational context" is used in a narrower sense).

The extra-linguistic context may include the so-called "paralinguistic context", i.e., additional meanings conveyed by pauses, intonation, mimics, and kinesics.

Verbal content may be supplemented by different kinds of visual data, such as drawings, photos, diagrams, 2D- and 3D-images, etc., which may be referred to as the "graphical" or "pictorial" context.

The message is often better understood taking into account surrounding environment, personalities of communicators, and characteristics of the information source. These factors may be regarded as the situational context. The importance of this context may be illustrated, for instance, by deictic words, which acquire meanings only when embedded in a real situation (e.g., *Look at this!*, *Put the box here*, or *I hope we get there in time*).

Instances of the situational context include the place and time of communication (spatiotemporal context). E.g., the adjective *homely* has opposite connotations in American and British English: *approving* («скромный») and *disapproving* («невзрачный»), respectively. It is critical to take into account the period of time when the text was created: *armored cavalry* in contemporary military discourse refers to *tank troops*, not *horsemen*.

Communication may be more effective if personal background of the parties involved in communication is known. Borrowing some terms from psychology, we may assume the existence, among others, of biographical, age-specific, gender-specific, subjective, and cultural contexts [5, p. 11]. These help to understand the motives of the communicator as a part of the message.

The contextual space may be also complemented by the source of the message: its form, focus, political bias, and the intended audience.

The previously discussed situational context as a combination of circumstances, affecting the message, may be opposed to the thematic context, pertaining to the content of the message. The thematic context may be defined as background knowledge of the topic, which ensures effective communication. If both the sender and the receptor share a common professional and/or cultural code, it guarantees their mutual understanding, even if a part of the verbal message is intentionally or unintentionally omitted. Thematic context, including its professional (areal) and cultural subtypes, resides primarily in the cognitive dimension. Similar "presupposed" context may result from previous communication, as the parties grow more familiar with the topic and less elucidation is needed.

A translator, assumed to be in possession of both source and target cultural codes, is faced with a task to explicate or otherwise replenish certain underlying details.

The study has shown that context is a multi-dimensional meaning-generating system critical to conveying the idea of the communicated message. The hierarchy of contexts is rather an arbitrary structure with the global communicative or operational ("analytical") contexts at the top, further branching into traditionally distinguished linguistic (paradigmatic and syntagmatic) and extra-linguistic (paralinguistic, graphical, situational, and thematic) types. Syntagmatic context falls into narrow and broad, and into left-hand and right-hand types. The situational context is composed of various meaning-relevant factors, such as the surrounding environment, personality of the sender (biography, age, sex, etc.), and characteristics of the source. Thematic context assumes mutual possession of professional and cultural background, related to the topic of communication, by communicating parties.

Contexts are typically classified using hierarchical and binary approaches. Classification is, however, obstructed by different types of contexts intersecting with each other and an elusive boundary between the verbal and cognitive aspects of the context.

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Сборник материалов XXVII Международной конференции
Национальной ассоциации преподавателей
английского языка
Иваново, 6—8 октября 2022 г.

Директор издательства *Л. В. Михеева*

Ответственность за содержание и оформление материалов, достоверность приводимых фактов несут авторы публикаций

Подписано в печать 16.12.2022 г.
Формат 60 x $84^{1}/_{16}$. Уч.-изд. л. 16,6. Объем 1,6 Мб. Заказ 26.

Издательство «Ивановский государственный университет»
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