LATEUM 2008: Язык. Речь. Коммуникация. Культура:

В данном сборнике включены материалы 9-й международной конференции LATEUM (Лингвистической ассоциации преподавателей английского языка МГУ им. М.В.Ломоносова) — Language, Speech, Communication, Culture. Конференция была посвящена актуальным аспектам преподавания английского языка.

Напечатано с готового оригинального макета
Издательство ООО "МАКС Пресс"
Лицензия ИДН 00510 от 01.12.99 г.
Подписано к печати 25.09.2008 г.
Формат 60х90 1/16. Усл. печ. л. 14,5. Тираж 200 экз. Заказ 521.
119992, ГСП-2, Москва, Ленинское горь, МГУ им. М.В. Ломоносова,
2-й учебный корпус, 827 к.
Тел. 939-3690, 939-3891. Тел./факс 939-3891.
Содержание

S.Gasparyan, G.Hranyan. The Pragmastylistic Perspective of Metaphor .......................................................... 13
A.Lippert. Footprints on the Sands of Time: Olga Sergeevna Akhmanova and Her Philological Legacy .......................................................... 19
I.Magedova. The Past, the Present and the Future of Speech Modelling as Part of Functional Stylistics .......................................................... 20
A.Morozova. Syntax and Speech Dynamics .......................................................... 24
T.Nazarova. Professor O.S. Akhmanova's Semiotic Theory: from General Semiotics to Linguistic Semiotics .......................................................... 27
E.Tymchuk. On the Cognitive Approach to Article Deixis in English .......................................................... 32
A.Altipirov, A.Karasevov. Professional Personality Structure: Competency Approach to Special Field Translator Training .......................................................... 41
I.Breus. On Translation of Proper Names in the Popular Text .......................................................... 44
G.Chirskova. Principles of Bilingual Upbringing .......................................................... 47
S.Derneva. 'Global English' Phonetics in Class: Encounters and Outcomes .......................................................... 48
E.Dolgina. Articles in ELF: A Cognitive Approach .......................................................... 51
M.Fedora. Cognitive Analysis of Demonstratives in English .......................................................... 54
L.Ghezarian. The Role of Context in Translation .......................................................... 56
I.Gubtsev. On Relationship and Interaction of the Socio-Historical and Philological Vertical Context .......................................................... 57
N.Gerasimov, I.Baranova. Discourse Studies and Pragmatics through the Medium of Language Corpora .......................................................... 59
E.Ivanova. English Understanding or Japanese Face-Saving Strategy? .......................................................... 64
D.Khranchenko. Irony in the System of Rhetorical Means in Business Discourse .......................................................... 66
A.Korznitsenov. Competence Approach to Language Teaching Contents Development .......................................................... 72
S.Kurgish. Integrating Multimedia Technologies into English Language Teaching .......................................................... 77
O.Laperova, N.Petrashevich, E.Mikhailova. "HORIZONS" .......................................................... 79
E.Lovenkova. Metaphors Politicians Live By .......................................................... 81
I.Lyakova. The Origins of the Literary Western: Dime Novels and The Virginian by O.Wister .......................................................... 82
T.Medvedeva. Non-Verbal Communication. To Teach or not to Teach? .......................................................... 85
E.Mendzhiritskaya. Media Discourse Typology .......................................................... 88
E.Mikhailovskaya. Hollywood Hero: Linguistic Simplicity and Semiotic Complexity .......................................................... 91

1. Monakhov. Television Broadcasting as a Specific Type of Mass Media and Some of its Stylistic Features Predetermined by Extralinguistic Factors .......................................................... 93
1. Naumenko. Urban Problems .......................................................... 96
1. Panfilovski. Raising Language Learners' Pragmatic Awareness in Increasingly Multilingual Environments .......................................................... 97
1. Petrukhinich. On Ordering Constituents in the English Sentence .......................................................... 102
M.Phillippi. Interrelationship of Language, Thinking and Culture as Viewed by a Language Teacher .......................................................... 104
1. Popovmarieva. The Synergetic Analysis of English Discourse as the Object of Linguistic Investigation .......................................................... 107
1. Pustovaya. On the Euphemistic Aspect of Core Business English Terminology .......................................................... 110
1. Raev. Defining the Nature of Sublanguage .......................................................... 113
1. Rakhisroka. The HOME Concept in American Poetry .......................................................... 118
1. Sharova. On the Main Goals of Reading as Part of Teacher Training Education .......................................................... 121
1. Shilov. The Role of Terminological Dictionaries in Teaching ESL .......................................................... 123
1. Shipolova. Promoting Creative Writing in ESL Teaching .......................................................... 126
1. Sidorenko. Semantic Dominants of Sportsmen Images in British Mass Media .......................................................... 129
1. Telegui. Onomatopoeia of Speech in English .......................................................... 131
1. Turgev. Euphemisms in Advertising .......................................................... 133
1. Vishnyakova. E-Mail as the Subject of Linguistic Research .......................................................... 134
1. Vlodenetsky. Learning the English Language in World Cultures Class .......................................................... 137
1. Yerzykyn, S.Sujiy. Pronouns as Deictic Markers of Politeness .......................................................... 139
V.Zadorova, E.Tatarova. How to Read a Novel .......................................................... 141
1. B.Borissena. Lexicopoetics: значимые средства создания интронологии образа персонажа в романе Ромео и Джульетта «Семейная религия» .......................................................... 146
1. P.Borissena. Эпопея языка современного американского дискурса и проблемы перевода .......................................................... 148
1. V.Volosushka. Фрейдизм в систематизации профессиональной лексики .......................................................... 153
1. V.Gabriel. Когнитивный подход при обучении перевodu в сфере профессиональной коммуникации .......................................................... 157
1. V.Dubin. Эволюция английского женского дискурса в контексте культурных теоретиксов XIX-XXI веков .......................................................... 159
I.A. Ermalenko. Реализация национально-регионального компонента при обучении иностранному языку .......................................................... 162
The benefits of this interaction go beyond linguistic gains as they also affect attitudes, cultural knowledge and an overall perception of the partner country.

Dnepropetrovsk National University has been using interactive web-based videoconferencing for the past two years to connect classes in sociology, anthropology and political science with similar classes in other countries (USA, Italy, Lebanon) in real time. The classes are linked for lectures and discussions, and occasionally for debates. With most partners, a video over IP is used with a simple videocamera conference (Polycom) connected to the internet and a large screen. It is very easy to use and gives a good quality audio and video if both partners have a broadband connection with a minimum speed of 256 or higher. The cost of the basic set-up is less than $2,000 (Polycom ViaVideo 5550, computer about $1,200 + large screen or TV).

Recently, we have started experimenting with using Skype, a free internet calling software, in conjunction with a simple webcam. Surprisingly, the quality of audio and video was good enough for a large group setting (about 40 students). This simple and readily available technology enabled us to provide students with direct access to expertise of foreign professors who present their perspective on some of the issues covered by the courses and also to construct interaction with students in partner universities, which increase their knowledge of partner cultures and further develops a more open and accepting attitude towards different cultures, opinions and value systems. Because of the success of this approach with “content” courses, we started to explore the possibility of using it for language instruction and the response of the students was overwhelmingly enthusiastic.

The proposed project is a natural extension of our previous work and will test the viability of the virtual classroom approach for language learning.

There are two possible versions of this virtual language class: (1) students located in different areas (different parts of the state or country) connect synchronously with the remote teacher and each other via Skype (conference call) for a twice a week 45-minute class; (2) local students meet in a classroom on campus and connect with the remote teacher as a group via web-based video (possibly with local native-speaker tutors helping in the classroom). In either case, an additional component will be added to the virtual class: Pairing each student with a student at the partner university, a native speaker of the target language who is learning English for the duration of the course. Students on both ends will have weekly assignments that require using the target language for communication and exchange of information. Partners will communicate out of class (from home or lab) using Skype or MSN Messenger for voice/video conversations (speaking assignments) or chat in addition to exchanging email correspondence (writing assignments). Assignments will be carefully designed to ensure that appropriate language structures are practiced. To integrate the language partners and their assignments into the process, in addition to the remote teacher of the target language, there will be another teacher involved - an English as a Foreign Language (EFL) teacher at the partner college/university. The EFL teachers will recruit/partner for the American students learning the target language. In return, the American students will help them practice their English - whatever skills they may need (listening, speaking, reading or writing). So for example, American students learning Russian will have assignments in Russian which they will have to complete with the help of or by interacting with their Russian partners, and Russian students will have assignments (maybe discussion points or finding specific cultural information or vocabulary (idioms, slang) that they would complete by interacting with their American partners. The Russian teacher will check the assignments in Russian and the EFL teacher will check the assignments in English as part of their English class. Since students will have permanent partners for the entire semester, the expectation is that they will develop a relationship and start interacting with each other on a regular basis.

The goal of pairing students is to accelerate language acquisition, increase fluency and develop student interest in pursuing more advanced courses. The hypothesis is that this can happen if students have both a reason and an opportunity to use the target language to communicate regularly with native speakers. The developed project seems to be a pretty powerful opportunity for people around the world to connect with language partners. In addition to real-time video, doing voice and text chat simultaneously is very useful, if you don't understand something your language partner is saying, even when people at the other end speak slowly, they can type it out and you can read it.

E. YERZKYAN, S. SITYAN. PRONOUNS AS DEICTIC MARKERS OF POLITENESS

Yerevan State University, Armenia

The continued interest in deixis as a linguistic and cognitive phenomenon proves the fact of its being in the mainstream of linguistic thought and research. It is universally recognized that personal pronouns belong to the deictic expressions of a language. The principal deictic nature of pronouns reflects the deictic representation of the speech event, i.e. the relation between the two interlocutors in a conversation exchange.

Speakers use personal pronouns in order to direct the attention of the addressee or some referent. Usually this act of reference is an integral part of a speech act, or more generally of a communicative exchange. Personal pronouns are inherently referential expressions. The very fact that pronouns are essentially referring expression makes them implicitly deictic.

Personal pronouns have a specific semantic content, the speech act participant roles. The referent of a personal pronoun can be identified only with respect to the actual speech event, i.e. according to the speech act role s/he performs in a speech event.

The characteristic feature of personal pronouns as deictics is that they encode a certain type of relation, the relation between the ‘origo’ and an intended ‘referent’ and serve as pointers, i.e. they establish a reference which can be decoded only with respect to the actual speaker who uses the pronoun of the utterance. It is the default assumption going back to K. Buhler that the ‘origo’ of a pointing act coincides with the speaker of the speech act. However, the ‘origo’ may be shifted to some other person, a process which then has to be marked by certain linguistic means. Personal pronouns of the first and second person refer to the respective speech act participating individuals by characterizing the intended referent (the target of the act of pointing) according to his or her performance of a certain speech act role.

There are two basic speech act roles, the current speaker and hearer/addressee. They are opposed to the other, a negatively defined non-person category. The deictic system encodes the roles of participants by pronouns in the following way: typically a first person
Singular pronoun is used for the speaker, second person pronouns for addressee(s) and a third person pronoun for a category 'neither-speaker-nor-addressee(s)'.

Language is directed towards the other. Speaker and hearer share a jointly established aim while interacting. The 'origo' of the system is not the speaker - ego alone, but two persons found it: the speaker and the hearer. For understanding to be successful between communicating partners both the speaker and the addressee need to be simultaneously engaged in cognitive processes within which they must be similarly oriented. Deixis assumes a special function in the coordination of cognitive representation: it can be understood as a communicative procedure in which the speaker focuses the attention of the addressee by means of some verbal expression.

Though the primary function of speech act roles designating pronoun is the identification of the referent - the reference to absent or present human participants in a speech event, there still exists another aspect of the reference of personal pronouns, i.e. social deixis. This means that personal pronouns also encode social relations and interpersonal 'distance' which are reflected in politeness distinctions.

For our purposes, politeness is defined as the communication of respect for the social relationship between speaker and addressee through the use of communicative strategies recognized by the society as carrying a particular illocutionary force. The strategies may or may not be linguistic conventions. The degree of politeness to be conveyed is dependent on the social relationship between the two parties as perceived by the speaker, including the variables of power, social distance, and the gravity of imposition.

Linguistic research in pragmatics and sociolinguistics has shown that the dimension of politeness, i.e. the question of who is talking to whom in which situation, is crucial for the understanding of the linguistic and cognitive structure of language categories. This is especially true for the social relations among the participants in speech situations. Speakers, addressees, bystanders, and others not present but who are talked about are not simply senders, receivers, or subjects of a message. They are also normally connected to each other within a system of social roles and relations.

There is a remarkable variety of linguistic means to express some degree of politeness with respect to the addressee: the so-called 'honorific terms of address' or addressee honorifics; i.e. polite reference to an addressee of the speech act (Mister, Sir, Madam, etc), 'relational nouns' (father, aunt, etc), 'proper names' (John Brown) and last but not least personal pronouns.

Speakers have clear concepts of the social relations in their society and their position in this network. Politeness distinctions in personal pronouns take up aspects of these social relations. Pronouns of different person and number categories receive politeness meaning secondarily via conventionalization of their usage in speech acts with some repressive efforts. Politeness distinction in personal pronouns may be explained functionally on the basis of the use of pronouns with respect to certain underlying strategies of positive and negative politeness otherwise called 'involvement' or 'distancing strategies'.

Positive politeness strategies are oriented towards the addressee's positive face needs, i.e. they try to minimize the distance between the speaker and the addressee by expressing solid interest in the addressee's need to be respected. Negative politeness strategies are oriented towards the addressee's negative face needs, i.e. they ensure that the addressee is not imposed on.

The common notion of politeness in different theories emphasizes the speaker's sensitivity towards the addressee and the realization of politeness is attributed to the sensitivity. It can be said that to be sensitive to the addressee for the speaker means to take the addressee as a "central person" or a "person of importance", as it were, in interactions. Putting it in another way, the fundamental notion of politeness in which the sensitivity towards the addressee is crucial, is based on that of addressee-centred, and the "addressee-centred" notion is realized linguistically by different means. One of those means is the class of personal pronouns which constitutes the core of deictic markers of politeness. The «silence of the addressee» is obvious in the very existence, and relative frequency of addressee-oriented sentences in the languages.

In our attempt to single out the deictic markers of politeness we tried to reveal the effect that the person orientation may have on the degree of politeness. The distinction between speaker-centred and addressee-centred notions serves as a basis for identifying the politeness degree of an utterance and is relevant for the choice of the underlying strategy. The 'addressee-centred' notion is a crucial element for the determination of the degree, and this notion certainly contributes to a rise in the degree of politeness. The shifting of the deictic centre in representation can account for varying pragmatic effects. The greater the distance from the deictic centre, e.g. in personal dimension, the greater the degree of politeness and the lesser the degree of illocutionary force.

Thus, deixis being used to reflect complex discourse situations can be mobilized to suggest a removal from the here-and-now of the text and the speaker and thus ensure certain degree of politeness of an utterance.

V. ZADORNova, E. TATAROva. HOW TO READ A NOVEL

Moscow State University, Russia

It is common knowledge that philology has always been concerned with understanding and interpreting imaginative writing. To understand the essence of this creative literary activity, to know what verbal creativity depends on are, perhaps, the most important problems of philology. Appreciation of verbal art has been one of the primary concerns of the English Department of MGU and its head (1946-1982), Prof. Olga Akhmanova, who set great store by teaching the students to read poetry and fiction professionally. Her firm belief was that reading great masters of English literature is indispensable for English language learners, especially if they are students of philological faculties. Without this, their knowledge of the language will always be superficial.

The role of literature in language classes depends on the teaching goals, the type of the learner and his level of linguistic competence. An English major student (a Russian student who studies to become an English philologist or a teacher of the English language) should be taught to read and appreciate authentic literary texts (both poetry and fiction), especially those which have been known to possess indisputable artistic merit.

There can be no doubt that the functions of imaginative literature are manifold. Literature has informative value, it brings the world to you. It forms one's personality and one's mind; it helps one to become wiser and nobler (the ethical function). Another function is