



**LATVIJAS  
UNIVERSITĀTE**  
ANNO 1919

**2nd International Symposium**

**LANGUAGE FOR INTERNATIONAL  
COMMUNICATION:  
LINKING INTERDISCIPLINARY PERSPECTIVES**

# **BOOK OF ABSTRACTS**

**23–24 May 2013**

**Riga, Latvia**

**Department of English Studies and  
Centre for Applied Linguistics**

**Faculty of Humanities  
University of Latvia**



**2nd International Symposium**

**LANGUAGE FOR INTERNATIONAL  
COMMUNICATION:  
LINKING INTERDISCIPLINARY PERSPECTIVES**

**BOOK OF ABSTRACTS**

**23-24 May 2013**

**Riga, Latvia**

**Department of English Studies and  
Centre for Applied Linguistics**

**Faculty of Humanities  
University of Latvia**



## IEGULDĪJUMS TAVĀ NĀKOTNĒ

### Sponsors

The publication was supported by ERDF Project No. 2010/0202/2DP/2.1.1.2.0/10/APIA/VIAA/013 „Support for the international cooperation projects and other international cooperation activities in research and technology at the University of Latvia”.

### Symposium Information

The aim of the Symposium is to bring together distinguished scholars, practitioners and novice researchers from different linguistic backgrounds and disciplines for a discussion on the role of languages in international communication in the modern world. Researchers from all over the world have the opportunity to share their research results and new ideas to promote cross-cultural cooperation.

The focus of the forum is on the sub-disciplines of general and applied linguistics, such as semantics, pragmatics, text and corpus linguistics, discourse analysis, language acquisition, lexicology, lexicography, translation and interpretation, and the other.

The website of the Symposium: [www.lu.lv/lincs2013/](http://www.lu.lv/lincs2013/)

### KEYNOTE SPEAKERS

**Indra Karapetjana** and **Gunta Roziņa** (University of Latvia, Latvia)

APPLIED LINGUISTICS IN LATVIA

**Wolfgang Lörcher** (University of Leipzig, Germany)

PSYCHOLINGUISTICS – HISTORICAL AND SYSTEMATIC ISSUES

**Teri McCarthy** (USA; Lithuanian University of Educational Sciences, Lithuania)

LANGUAGE AND HUMANITY: IS IT MORE THAN MERE INSTINCT?

**Anita Naciscione** (Academy of Culture, Latvia)

THE ROLE OF FIGURATIVE LANGUAGE IN INTERNATIONAL COMMUNICATION

**Andrejs Veisbergs** (University of Latvia, Latvia)

A NATION BORN IN TRANSLATION (LATVIAN TRANSLATION SCENE)

**Robert Wilkinson** (Maastricht University, Netherlands)

INSTITUTIONAL LANGUAGE POLICY AND PRACTICE: ISSUES OF IDENTITY AND INCLUSION

Makets: **Baiba Lazdiņa**

© Latvijas Universitāte, 2013

ISBN 978-9984-45-718-5

## **Scientific Committee and Editorial Board**

**Editor-in-Chief:** Dr. habil. philol. Andrejs Veisbergs, prof. (University of Latvia, Latvia)

**Managing Editor:** Dr. paed. Monta Farneste, assoc. prof. (University of Latvia, Latvia)

### **English**

Dr. philol. Trevor G. Fennell, prof. emeritus (Flinders University, Australia)

Dr. philol. Maija Brēde, prof. (University of Latvia, Latvia)

Dr. Ann Hodgson, prof. (University of London, United Kingdom)

Dr. philol. Jānis Silis, prof. (Ventspils University College, Latvia)

Dr. philol. Galina Vishnevskaya, prof. (Ivanovo State University, Russia)

Dr. philol. Jeļena Dorošenko, assoc. prof. (University of Latvia, Latvia)

Dr. philol. Indra Karapetjana, assoc. prof. (University of Latvia, Latvia)

Dr. paed. Dace Liepiņa, assoc. prof. (University of Latvia, Latvia)

Dr. philol. JoAnne Neff-van Aertselaer, assoc. prof. (Complutense University of Madrid, Spain)

Dr. paed. Solveiga Ozoliņa, assoc. prof. (University of Latvia, Latvia)

Dr. philol. Gunta Roziņa, assoc. prof. (University of Latvia, Latvia)

Dr. philol. Ömer Şekerci, assist. prof. (Suleyman Demirel University, Turkey)

### **French**

Dr. philol. Doina Spita, prof. (University of ALI Cuza, Roumania and University of Sorbonne, France)

Dr. philol. Aleksandra Lalikova, assoc. prof. (University of Tallinn, Estonia)

### **German**

Dr. Wolfgang Lörscher, prof. (University of Leipzig, Germany)

Dr. Rainer Buhtz (Goethe Institute, Latvia)

### **Spanish**

Dr. philol. Ana León Manzanero, visiting assoc. prof. (University of Latvia, Latvia)

Dr. philol. Alla Placinska, assoc. prof. (University of Latvia, Latvia)

## **Organizing Committee**

**Chief Coordinator:** Dr. paed. Monta Farneste, assoc. prof., University of Latvia, Latvia

Dr. philol. Indra Karapetjana, assoc. prof., University of Latvia, Latvia

Dr. paed. Dace Liepiņa, assoc. prof., University of Latvia, Latvia

Dr. philol. Olga Ozoliņa, assoc. prof., University of Latvia, Latvia

Dr. philol. Alla Placinska, assoc. prof., University of Latvia, Latvia

Dr. philol. Gunta Roziņa, assoc. prof., University of Latvia, Latvia

Dr. philol. Jeļena Vladimirska, assoc. prof., University of Latvia, Latvia

Dr. philol. Natalja Cigankova, assist. prof., University of Latvia, Latvia

Dr. philol. Ieva Sproģe, assist. prof., University of Latvia, Latvia

Dr. philol. Zigrīda Vinčela, assist. prof., University of Latvia, Latvia

Dr. philol. Laura Karpinska, lecturer, University of Latvia, Latvia

MA philol. Tatjana Bicjutko, lecturer, University of Latvia, Latvia

MA philol. Jana Kuzmina, lecturer, University of Latvia, Latvia

## Contents

<b>SYMPOSIUM PROGRAMME</b> .....	<b>8</b>
<b>PRESENTATIONS IN ENGLISH</b> .....	<b>9</b>
<b>Jekaterina Abasheva.</b> Practical Tasks in a Foreign Language Distance Course .....	9
<b>Inita Abola.</b> Summary as a Tool for Developing Students' Textual Competence .....	10
<b>Svetlana Agagyulova.</b> Figurative Perception of the Concept Internet in Common Linguistic Consciousness .....	11
<b>Jelena Andjelkovic.</b> English-contact Induced Changes in Serbian – from Borrowing to Code-switching and More .....	11
<b>Vineta Apse, Monta Farneste.</b> Common Errors in the Use of English Verb Forms .....	12
<b>Tatjana Bicjutko.</b> Modelling Literary Communication: Contemporary Childhood Memoir .....	13
<b>Maija Brēde.</b> Features of Discussion as a Type of Informational Style of Intonation in English .....	14
<b>Piotr Choromański.</b> EGL, EIL, ELF – Concepts at the Heart of Discussions about Modern-day English .....	15
<b>Natalja Cigankova.</b> A Corpus-driven Approach to Revealing Discourse- Pragmatic Phenomena in Webinar English .....	16
<b>Jekaterina Čerņevska.</b> Linguistic Politeness in English for Engineering .....	16
<b>Jeļena Dorošenko.</b> Modality Markers and Shifting Genre Conventions in Dictionary Definitions .....	17
<b>Anna Egorova.</b> Experimental Study of Phonetic Organization in Nursery Rhymes .....	18
<b>Nadezhda Emeljanova.</b> Wenglish: Peculiarities of Language Structures and Speech Forms .....	19
<b>Edit Ficzere.</b> An Investigation into the Usefulness of Teaching Politeness Strategies in English Language Classrooms .....	20
<b>Elena Filatova.</b> Verbal and Non-Verbal Means of Indirect Communication in English Political Discourse (Cross-Cultural Aspects) .....	20
<b>Lori Fredricks.</b> Cultural Identity Negotiation in Computer-Mediated Disagreements .....	21
<b>Ruzan Gabrielyan.</b> A Corpus-Based Study of the Pragmatic Functions of English Interjections in Spoken Discourse .....	22
<b>Maria Isayeva.</b> The Stylistic Peculiarities of the Code-switches in English and Russian Written Texts of Mass Media .....	23
<b>Zarina Istomina.</b> Variability of Phraseological Units, Representing the Concept “Old Age” in Russian and English Languages .....	24
<b>Kais Kadhim.</b> Deontic Modality in English-Arabic Translation of Political	

Discourse: A Semantic Analysis .....	25
<b>Vita Kalnbērziņa.</b> Common European Framework Impact on English Language Speaking Test in Latvia .....	25
<b>Selma Karabinar.</b> Using Blogs as an Extension of Classroom Learning for Peer Feedback .....	26
<b>Indra Karapetjana, Gunta Roziņa.</b> Applied Linguistics in Latvia .....	27
<b>Laura Karpinska.</b> User's Guides in English-Latvian Dictionaries .....	27
<b>Konstantin Khomutskiy.</b> The Application of Diverse Metaphorical Schemes in Mass Media Articles Devoted to Russian Domestic Policy .....	28
<b>Natalia Kovyrshina, Ekaterina Mussawi.</b> English Language Functioning Specifics in Arab Countries .....	29
<b>Larisa Kuzmenko.</b> Developing a Variety of Language and Interdisciplinary Skills in the Course "Cross-Cultural Communication" .....	30
<b>Jana Kuzmina.</b> Interdiscursivity and Intertextuality in IT Professional Discourse ...	31
<b>Dace Liepiņa.</b> Interface and Conflict of English and Latvian Legal Terminology ....	31
<b>Ineta Luka.</b> ESP Competence Assessment in Tertiary Education .....	32
<b>Wolfgang Lörcher.</b> Psycholinguistics – Historical and Systematic Issues .....	33
<b>Elena Makarova.</b> Intonational Means of Signaling Information Structure in Non-native English Speech .....	34
<b>Svetlana Manik.</b> Creating Definitions for LSP Dictionaries: the Case of English- Russian Socio-Political Dictionary .....	35
<b>Teri McCarthy.</b> Language and Humanity: Is It More Than Mere Instinct? .....	36
<b>Lina Murinienė.</b> Linguistic Project of Creating the Lithuanian Inter- institutional Style Guide .....	36
<b>Anita Naciscione.</b> The Role of Figurative Language in International Communication .....	37
<b>Solveiga Ozoliņa, Anna Jurčenko.</b> Techniques for Teaching Business English Collocations .....	38
<b>Anna Prokhorova, Maria Vasilyeva.</b> Building Bridges into the English Speaking World .....	39
<b>Teresė Ringailienė.</b> Stereotypes in Popular Scientific Articles: a Multimodal Perspective .....	40
<b>Rashwan Salih.</b> Polysemy and Translation Challenges: A Cross-linguistic Analysis of Connectives Between English and Kurdish .....	41
<b>Claudio Scarvaglieri.</b> Intercultural Communication in Academia .....	41
<b>Tetyana Shlikhar.</b> Specific Nature of Drama Translation .....	42
<b>Karin Sibul.</b> Development of Conference Interpretation in the Baltic States: Estonia's Case Study .....	43

<b>Victoria Skryabina.</b> Persuasive Strategies in Love Discourse: Cross Cultural Approach .....	44
<b>Irina Sokolova.</b> Communicative Competence Development in Educational Setting .....	44
<b>Margarita Spirida.</b> Expressions of Appraisal in the Latvian Cultural Canon .....	45
<b>Yulia Stukalina.</b> Teaching ESP in the Blended Format: Using Non-Traditional Learning Environments .....	46
<b>Nadežda Šubņikova.</b> Authentic Materials as a Tool in Teaching Vocabulary to Marine Engineers at Tertiary Level .....	46
<b>Leszek Szymański.</b> Anglicisms in Selected Polish Speech Acts .....	47
<b>Nelly Tincheva.</b> <i>The Doctor X-Rayed My Head and Found Nothing.</i> The Linguistic Phenomenon of Malapropisms .....	48
<b>Aristi Trendel.</b> The Metaphors She Lived by: Language in Djuna Barnes's Nightwood .....	49
<b>Jeļena Tretjakova.</b> Attributional Metaphor in Railway Terminology .....	49
<b>Andrejs Veisbergs.</b> A Nation Born in Translation (Latvian Translation Scene) .....	50
<b>Zigrīda Vinčela.</b> Tagging Errors in Non-native English Language Student-Composed Texts of Different Registers .....	51
<b>Robert Wilkinson.</b> Institutional Language Policy and Practice: Issues of Identity and Inclusion .....	52
<b>PRESENTATIONS IN FRENCH</b>	
<b>COMMUNICATIONS EN FRANÇAIS .....</b>	
<b>Gerardo Acerenza.</b> Altérité et traduction : l'exemple du roman québécois .....	53
<b>Maria Antoniou.</b> Traduire la Politesse: le cas du couple Grec moderne et Français .....	54
<b>Anne-Sophie Calinon, Virginie Lethier.</b> Gestion et négociation de l'altérité: analyse des rapports de place entre étudiants internationaux et enseignants dans le genre du courriel .....	54
<b>Pascale Delormas.</b> Citation et positionnement, une approche discursive .....	55
<b>Jonathan Durandin.</b> Didactique du FLE à l'université en Lettonie: pourquoi et comment un nouveau paradigme philologique s'est développé dans les années 2000 .....	56
<b>Jelena Gridina.</b> La notion de complémentarité dans l'apprentissage parallèle du français et de l'italien .....	57
<b>Dalila Kessouar.</b> Quand <i>même et autre</i> sont parasynonymes .....	58
<b>Elizaveta Khachatryan.</b> Le monde vu à travers trois langues .....	58
<b>Alain Kihm.</b> Le Même, l'Autre et le Sauvage .....	59
<b>Svetlana Marukhina.</b> Le multilinguisme et l'enseignement supérieur: le statut du français dans le cursus russe (généralités) .....	60

<b>Agnès Millet.</b> Sourds et entendants : quand les espaces socio- didactiques redessinent les figures de l'altérité .....	61
<b>Yamina Leila Moussaoui.</b> L'influence culturelle sur la traduction de la poésie populaire : traduire une langue ou un dialecte? .....	62
<b>Pascal Ottavi.</b> Corse : gestion de soi, gestion de l'Autre, gestion de l'Autre en soi .....	62
<b>Olga Ozolina.</b> Altérité comme composante de l'émotion dans l'interaction verbale et non verbale .....	63
<b>Asma Skander.</b> Les nouvelles tendances du langage de la presse écrite italienne .....	64
<b>Doïna Spita.</b> L'intercompréhension face aux défis du plurilinguisme .....	65
<b>Irina Tsybova.</b> Rôle des éléments gréco-latins dans l'enrichissement .....	65
<b>Elodie Vargas.</b> Le 'Dire autrement' et le 'Maintien du Même' ou comment la vulgarisation scientifique se fait le miroir de l'Autre .....	66
<b>Elena Vladimirska.</b> Marqueurs discursifs et altérité intersubjective dans la perspective de la théorie énonciative de l'intonation .....	67
<b>PRESENTATIONS IN GERMAN</b> .....	<b>69</b>
<b>Linda Bišofa.</b> Einige Überlegungen zu den Fremdsprachenlehrwerken, ihrer Geschichte und Auswahl im Fremdsprachenunterricht .....	69
<b>Žanna Bormane.</b> Zwillingsformeln in der Übersetzung („Der Sandmann“ von E. T. A. Hoffmann auf Russisch) .....	70
<b>Elena Medvedeva.</b> Sprachliche Globalisierung in der modernen Gesellschaft .....	71
<b>Laila Niedre.</b> Übersetzbarkeit der Wissenschaftssprache .....	72
<b>Ieva Sprōģe.</b> Scenes and frames-Theorie als förderndes Instrument bei der Übersetzung und dem Fremdsprachenerwerb .....	73
<b>PRESENTATIONS IN SPANISH</b> .....	<b>74</b>
<b>Ana León Manzanero.</b> El papel del alumno y del profesor en el proceso de enseñanza-aprendizaje de español como lengua extranjera .....	74
<b>Miguel Ángel Pérez Sánchez.</b> La lectura extensiva como herramienta fundamental para el aprendizaje de segundas lenguas .....	75
<b>Alla Placinska.</b> La traducción de los nombres propios letones al español .....	75
<b>Klāra Priedīte.</b> El análisis contrastivo de la semántica de las unidades fraseológicas emotivas en español, ruso y letón .....	76
<b>Alberto Torres Fernández.</b> La lectura en voz alta como una herramienta en la enseñanza del español en un aula ELE .....	77



# SYMPOSIUM PROGRAMME

Venue: University of Latvia, Raiņa bulvāris 19

## Thursday, 23<sup>rd</sup> May

- 8:30–9:10** REGISTRATION (Raiņa bulvāris 19, Entrance Hall)
- 9:10–10:00** OPENING ADDRESSES (ROOM: Aula Magna)
- Prof. **Andris Kangro** (Vice-Rector for Academic Affairs, University of Latvia)
- Prof. **Ilze Rūmniece** (Dean of the Faculty of Humanities, University of Latvia)
- H. E. Mr. **Stéphane Visconti** (Ambassador of France to Latvia , Embassy of France in Latvia)
- Mr. **Denis Duclos** (Counsellor on Cooperation and Cultural Affairs; Director of the French Institute of Latvia)
- Ms. **Wiebke Brahe** (Cultural Attaché, Embassy of Germany in Latvia)
- Dr. **Rainer Buhtz** (Head of the Department of Languages, Goethe Institute in Riga)
- Ms. **Rossana Roselló Bas** (Deputy Head Mission, Embassy of the Kingdom of Spain in Latvia)
- 10:00–11:30** KEYNOTE SPEECHES (ROOM: Aula Magna)
- 11:30–12:00** COFFEE BREAK (Café “Daily”)
- 12:00–13:40** PAPER SESSIONS
- 13:40–15:00** LUNCH
- 15:00–16:40** PAPER SESSIONS
- 16:40–17:00** COFFEE BREAK (Café “Daily”)
- 17:00–19:00** PAPER SESSIONS
- 19:00–21:00** SYMPOSIUM OPENING RECEPTION (Admission ticket is required.)

## Friday, 24<sup>th</sup> May

- 9:00–10:30** KEYNOTE SPEECHES (Room: Aula Magna)
- 10:30–11:00** COFFEE BREAK (Café “Daily”)
- 11:00–13:00** PAPER SESSIONS
- 13:00–13:30** CLOSING CEREMONY (ROOM: Aula Magna)
- 15:00–16:00** SYMPOSIUM CLOSING PARTY (Admission ticket is required.)
- 15:00–18:00** SYMPOSIUM CULTURAL PROGRAMME (Free, but registration is required.)

# PRESENTATIONS IN ENGLISH

**Jekaterina Abasheva**

Riga Transport and Telecommunication Institute, Latvia

*dukat@junik.lv*

## Practical Tasks in a Foreign Language Distance Course

The purpose of the research is to find the best way of designing a distance foreign language course for the students of the Institute of Transport and Telecommunication.

To reach our intended educational outcomes, we must provide students with a proper scenario of all tasks. We must not forget that taking a foreign language course for specific purpose, our students have to master two disciplines simultaneously, for example, *Transport Logistics* delivered in English. Therefore, the delivered content must be very well designed. Grammatical structures “filled in” with new vocabulary should be transparent so that the students could easily apply them to performing different tasks on the new material. Perfect, “readable” grammar is very important for facilitating the acquisition of the course of a foreign language by our students for whom it is not the main subject in their future professions.

In this connection, the author of the article has undertaken the attempt to reveal the best approaches to taking a distance course of English. The practical analysis has shown that the education process should combine English for Specific Purposes, the approach of applied activities and the comprehension-communicative approach. To achieve the combination of all these constituents we must put the major effort in designing a scenario in such a way that the students could use the suggested language “samples” in their independent practical tasks. .

The results of the analysis have shown that in designing a distance course of a foreign language for specific purpose we must keep to the following points:

All practical tasks should be explained in a clear, detailed way; where it seems necessary, for example in dealing with grammar, tasks should be translated into the students’ native language.

All self-control tasks should be provided with clear patterns of proposed activities and a clear assessment criterion.

The overall task of the course should be unequivocally understandable and, therefore, there should be no hesitation in supplying its most complicated parts with the explanation in the native language.

And it must be concluded that the success of mastering the course will greatly depend on the logic and presentation of its scenario.

**Key words:** ESP, distance education, practical tasks

## **Summary as a Tool for Developing Students' Textual Competence**

Understanding of specialized texts is considered as one of the criteria for evaluating professional language competence. There is no doubt that textual competence is one of the outcomes of learning of English for Special Purposes (ESP) for high level English proficiency students at the tertiary level. Students' ability to effectively reflect on the material they have been reading presents their textual competence and helps the ESP teacher to test their understanding of professional texts in detail.

The article deals with linguistic theories on text and discourse markers to find out the ways how particular linguistic devices distinguish a text from a set of unrelated sentences. The author of the paper pays particular attention to linking words and phrases as linguistic means that tells the ESP teacher about textual competence of their users.

The author of the paper has applied qualitative analysis to reveal the tendencies in the use of summary markers, linking words and phrases that could signal the students' ability to achieve logical relationship between the ideas, as well as report what other people say. The author of the paper has chosen summarizing as a means of testing and evaluating students' textual competence. Students' summaries on professional text of the Faculty of Tourism and Hospitality Management at the Turība University have been analysed according to specific language used in the summary writing genre.

The analysis of the theoretical sources and the research results prove the necessity for implementation of summary writing in developing students' textual competence in ESP studies. It develops students' ability to effectively reproduce professional texts in a written form. Appropriate use of summary markers, linking words and phrases presents evidence that students understand them and the nuances of the specialized text and of the ability to explain them.

The author of the paper has designed supplementary learning materials for students' self-dependent work in the form of mind maps. They aim at helping the students to acquire more effectively and memorize specific language of the summary writing genre. Moreover, they create an opportunity to present successfully students' textual competence by means of good summary writing skills.

**Key words:** specialized texts, professional texts, professional language competence, textual competence

**Svetlana Agagyulova**

Astrakhan State University, Russia

*azazel4@mail.ru*

## **Figurative Perception of the Concept Internet in Common Linguistic Consciousness**

Internet communication and concept studies are principal tendencies in linguistic studies of recent years. Linguistic consciousness is a part of consciousness that ensures the mechanisms of speech activity and is to be studied through the semantics of various language units in the course of nomination and communication.

As the Internet is one of the most important means of communication and possesses high social significance, the subject of the article is the concept *Internet* and its specific characteristics. The purpose of the article is to investigate figurative perception of the concept Internet in common linguistic consciousness, which is studied with the help of interpretative and contextual analyses and experimentally, particularly by means of an associative experiment. The experiment was carried out among representatives of the Russian culture, who are non-professional users of the Internet. Over a hundred respondents of different ages and occupations were questioned. A text abstract is taken as a short piece of writing on a studied subject. To specify the figurative perceptual component of the concept Internet short essays on the topic were analyzed that reveal their idea of the concept. During the analysis of the essays, different reasons to use the Internet and general perception of the Internet were distinguished.

The Internet is a worldwide network, which ensures information and communication opportunities. As a result of the content analysis of the associative sphere of the key lexemes several semantic fields were singled out. Basic figurative characteristics are considered to be the following: the Internet as a net of intertwined parts located in different directions on open space and the Internet as a closed space with restricted access to store information. Besides that, certain characteristics of Internet communication were determined due to specific conditions of people's interaction and self-perception on the Internet.

**Key words:** computer mediated communication, concept studies, cognitive semantics, semantic fields

**Jelena Andjelkovic**

University of Belgrade, Serbia

*jelenaplecas9@gmail.com*

## **English-contact Induced Changes in Serbian – from Borrowing to Code-switching and More**

The dominance of the English language as the international lingua franca and its penetrating influence on practically every other language in the world are beyond any doubt. The ongoing orthographic, lexical, morphological, syntactic and pragmatic changes in the Serbian language prompted by its contact with English show that

Serbian is no exception to the current trend of linguistic Anglo-globalization. Serbian linguists have so far focused on the following English-contact induced phenomena: (1) linguistic borrowings, i.e. Anglicisms; (2) the creation of a Serbian-English hybrid language with its own pseudo-norm; (3) the elements of code-switching. Many have even gone beyond this and blamed English for the current state of the Serbian language norm, the utter neglect of its speech culture, its functional marginalization, the fact that even its native speakers regard it as dysfunctional and unsophisticated and thus replace it with English (Piper 2010: 36).

By using a corpus consisting of miscellaneous Serbian language resources, both electronic ones and the ones in print (magazines, online discussion forums, social networks, research articles, scientific journals, etc.), the author attempts to illustrate the current English-contact induced state of the Serbian language in both (a) informal written discourse (that shows some qualities of oral discourse, such as spontaneity and directness, and illustrates status-motivated use of English language elements); and (b) formal and more rigid academic discourse, illustrating Anglicization of Serbian language for specific purposes and technical terminology.

The primary focus of the paper, however, is not the current state, but the future prospects of the Serbian language. Namely, the author attempts to point to the degree to which English-contact induced changes have exceeded the limits of simple lexical and structural borrowing and whether or not the observed examples may at some time in the future lead to serious structural, typological and normative shift in the Serbian language.

The *Model of Contact-Induced Language Change* provided by Sara Thomason and Terrence Kaufman (1988: 35) represents the theoretical framework of this paper. According to this model, the amount of language change depends on the intensity of contacts between the two languages. Intensified contacts result in more significant structural borrowing, which can further lead to strong cultural, economic, educational, and political pressure and even typological restructuring of the languages.

**Key words:** Anglicism, Anglo-globalization, borrowing, code-switching, contact-induced changes, language change, language norm

---

## Vineta Apse

University of Latvia, Latvia  
vineta.apse@lu.lv

---

## Monta Farneste

University of Latvia, Latvia  
monta.farneste@lu.lv

## Common Errors in the Use of English Verb Forms

It is frequently observed that first-year undergraduates who study English in Latvia as the first foreign language make verb errors not only when they have to use formal register, but also when they discuss daily situations. Hinkel (2004) has stated that even those students who have studied English as a second language (L2) for many years

may have difficulties in choosing appropriate verb tense, aspect and voice forms in their academic writing. However, to develop communicative competence, prospective specialists of English should master verb forms and their functions in different contexts, namely social, professional and educational.

Recent research (e.g., Ion and Wexler, 2002; Beyer and Hudson Kam, 2009) on the use of English verb forms in L2 learning mainly describes language acquisition by children younger than seven. Less attention has been paid to learning English for professional purposes and common errors in the use of verb forms at tertiary level. In these studies, differences between the native language and L2 are mentioned as one of the reasons for verb form errors in language acquisition (Oshita, 2000), which, in their turn, may cause miscommunication (Reid, 2000). Other causes of errors may be authentic study materials (Swan, 1985), the constraints set by the choice between possible or impossible structures and the constraints set by the discourse (Ariel, 2009).

The goal of the research was to find out the common errors in the use of English finite verb forms and explain their causes. The participants of the research were first-year students who have studied English for at least ten years at school and now are majoring in languages and business studies at a university in Latvia. The conclusions were drawn from the analysis of their tests on the use of English verbs and a questionnaire survey. The paper ends with pedagogical implications for teachers of English and teaching material designers.

**Key words:** grammatical errors, verb forms, finite forms, EFL, tertiary level

---

### **Tatjana Bicjutko**

**University of Latvia, Latvia**

*t.bicjutko@gmail.com*

## **Modelling Literary Communication: Contemporary Childhood Memoir**

It goes without saying that international communication is shaped and governed by multiple forces broadly defined as political, sociological, cultural and economic influences. It is less apparent however that literature can be viewed as a form of human communication and the research into literary communication not restricted to traditional genres of belles-lettres is significant because of its implications for understanding of individual and communal lives.

The communicational dimension of literary genres is a comparatively recent focus which united narratologists, linguists and cognitive psychologists. The latter were the first to capture an understanding of genre through schematic representations and mental models formed by readers.

Further, viewed from the perspective of cognitive poetics, literary genres are understood as part of schematised knowledge negotiation, and the literary schema acquires a special status of a higher-level conceptual structure that organises our ways of reading.

Compressed macrostructures, and, consequently, compressed representation of the plot, are important both for story recall and coherence during reading; 'the most fundamental macrostructural function of image schemas is the creation of a condensed

and global representation readers use in plot recall (or expected plot)' (Kimmel, 2005: 210). Michael Kimmel's bottom-up progressive compositional analysis in his case study allows us to claim that any prominent narrative genre raises high expectations of a specific macrostructure composed of image schemas. To support the claim the contemporary childhood memoir was chosen as the object of research. Given the idea that 'simple image schemas become progressively "inscribed" in a sketchpad-like mental substrate' (Kimmel, 2005: 203), we attempt to create a global plot topology rendering the inner dynamics of the prototypical childhood memoir. To demonstrate the model, the Irish childhood memoir brand is used for its prominence in genre consciousness.

The value of such modelling is not only in delineating an individualised pattern of literary communication but its pedagogic potential too.

**Key words:** literary communication, mental model, image schemas, childhood memoir

---

## Maija Brēde

University of Latvia, Latvia

*maija.brede@lu.lv*

### Features of Discussion as a Type of Informational Style of Intonation in English

Phonostylistic variations affect both the segmental and suprasegmental levels of speech. Depending on how speakers perceive a particular situation (on the basis of their experience) they choose a pronunciation style varying infinitely from formal to informal. Each speech situation requires a suitable intonation style, i.e. a system of interconnected intonational means used in a definite social sphere to achieve some particular aim of communication. Investigation in this field permits to single out significant suprasegmental features as part of phonostylistic characteristics of speech.

The paper will focus on some features of discussion as one of the types of informational intonation style in English. Although the general purpose of informational style is to present information in a neutral manner, each of its specific forms may hypothetically display features by which it would differ from other forms. For the present research excerpts of a press preview from the *Sky News* with the participation of professional journalists and experts were selected. The material underwent auditive analysis aimed at distinguishing characteristics of the speakers' speech tempo, their voice timbre, the division of speech as reflected by the use of pauses, the choice of nuclear tones and ways of achieving prominence as required by the content of the stretches of speech.

The results of the present analysis indicate that informational discussion from the point of view of phonostylistic suprasegmental characteristics shares the basic style-marking features with news broadcasting as a typical type of informational intonation style. To these features belong: logical division of speech with most of the tone groups corresponding to grammatical constructions, a variety of pauses considering their length, the use of falling tones as the dominating nuclear tones in the final tone units, considerable amount of falling tones in the non-final tone units, and ways of singling out some particular word in the utterance, like a slow-down of tempo, the use of high

falling tones, occasionally wide-ranged, and a special rise. Among the most noticeable marginal issues some degree of spontaneity, features of emotional speech and overlapping utterances have been observed.

Understanding a message that is revealed not only by words but is also implied by intonation patterns is one of the objectives of learning and teaching English as a foreign language.

**Key words:** intonation, informational style of intonation, discussion, nuclear tones

---

## **Piotr Choromański**

**Institute of English Studies, Warsaw University, Poland**

*piotr\_choromanski@onet.pl*

### **EGL, EIL, ELF – Concepts at the Heart of Discussions about Modern-day English**

The quite recent evolution of English to the official language of all humankind has created a unique linguistic situation in the world history. This has engendered a broad spectrum of understandings and opinions about the place that the language has or should have in the world. The presentation aims to provide an overview on the current state of English in the world from multiple linguistic perspectives and highlight the importance of organizing the many discussions about it. English as a Global Language, English as an International Language and English as a Lingua Franca are some of the terms coined to reflect the wide variety of contexts English is used in. The first part of the presentation will be devoted to the investigation of English as a Global Language, which for the author is a concept illustrating where English is used today. The discussion will focus on the reach of English. It will address three topics, the history, functions and threat of Global English. Next, the second part of the presentation will be devoted to the investigation of English as an International Language, which for the author is a concept illustrating who uses English today. The discussion will focus on the ownership of English. It will address three topics, the standards, control and nature of International English. Then, the third part of the presentation will be devoted to the investigation of English as a Lingua Franca, which for the author is a concept illustrating how English is used today. The discussion will focus on the shape of English. It will address three topics, the mechanics, structure and the freedom of Lingua Franca English. The presentation will illustrate that discussions about English as a World Language can and need to become narrowly focused on different issues.

**Key words:** global language, international language, ownership of English, lingua franca



**Natalja Cigankova**

---

University of Latvia, Latvia

*natalja.cigankova@lu.lv*

## **A Corpus-driven Approach to Revealing Discourse-Pragmatic Phenomena in Webinar English**

The aim of the study is to reveal discourse-level linguistic phenomena characteristic to the language use in international online seminars (webinars), which have recently become a popular form of life-long learning and professional development of language specialists. The study comprised thirty video-recordings of one-hour webinars that took place from 2010 to 2012, and a 315000-word corpus of accompanying synchronous conferencing taking place during the webinars. The theoretical framework of the study is built on the recent developments in corpus linguistics (McEnery and Hardie, 2012; Baker, 2010; Murphy, 2010; Gries, 2009), computer-mediated communication (Herring and Paolillo, 2006; Crystal, 2008) and multimodal discourse analysis (O'Halloran, 2011; Kress and van Leeuwen, 2001). The author demonstrates how a corpus-driven approach (Baker, Hardie and McEnery, 2006) can help reveal discourse-pragmatic phenomena (such features as, for example, discourse markers, emic communication phrases, direct references, naming, holding the floor strategies, use of or avoiding pronouns, demonstratives, etc.), which may be overlooked when manual qualitative research methods are applied to the analysis of language use in multimodal communication. Quantitative corpus-linguistic analysis was applied to the transcripts of synchronous conferencing to reveal the frequency of occurrence of discourse-pragmatic features. The results of the quantitative research were then projected on the corresponding places in the video-recordings to enable the analysis of each webinar as a coherent communicative event. The findings indicate that webinars inherited many discourse-pragmatic features from traditional conference presentations and educational seminars, but they also have new characteristics that are specific to the digital environment.

**Key words:** corpus linguistics, computer-mediated discourse, webinars

**Jekaterina Čerņevska**

---

Riga Technical College, Latvia

*jekaterina.cernevska@gmail.com*

## **Linguistic Politeness in English for Engineering**

In recent years, applied linguists have become increasingly interested in pragmatics and the application of pragmatic principles in the analysis of speech acts and discourse. The role of the communicative competence in linguistic performance has changed significantly in the last decades. The explication of the relationship between the linguistic structures used in the particular context and the meaning implied by the speakers is a common problem of applied pragmatics. The well-known phenomenon

of linguistic politeness has been a widely discussed topic both in pragmatics and sociolinguistics.

The English language competence has become one of the major aspects of Engineering students' and graduates' professional development due to the growing need for engineers to communicate on the international level using professional English. However, little research has been done in Applied Pragmatics regarding linguistic structures of English for Engineering.

The aim of the article was to show how utterances in the technical consultant-client communication express implied meaning by observing the pragmatic principle of linguistic politeness. The present research draws its data from the analysis of the Technical English textbooks for Engineering students. The case study was based on the analysis of the speech acts used in the dialogues between the technical consultant and the client on the phone when the client calls the technical service.

The research has resulted in the conclusion that the utterances in the technical consultant-customer communication in the context of dealing with troubleshooting express the consultant's implied meaning by observing the pragmatic principle of linguistic politeness.

**Key words:** pragmatics, linguistic politeness, implied meaning, English for Engineering, language acquisition, speech acts

**Jeļena Dorošenko**

University of Latvia, Latvia  
yelena-d@inbox.lv

## Modality Markers and Shifting Genre Conventions in Dictionary Definitions

The paper analyses the entries of *Oxford Fowler's Modern English Usage*, building up on our previous research on changes in modality of lexicographic discourse due to changes in the concept of the standard of language use. It is argued that the prescriptivist stance of dictionaries of usage has been toned down not only by the preference for genre-specific epistemic modality markers (frequency indicators) instead of deontic modality markers, but also by employing in definitions a wide scope of common epistemic modality markers related to probability, certainty or uncertainty as regards the validity of the proposition, or degree of commitment to its truth-value. The prevailing defining vocabulary is now that of opinion or advice, not certainty or prohibition. Recommendations on usage in *Fowler* also often refer to register variables singled out by systemic-functional linguistics: tenor (degrees of formality signalled not only by labels like *formal*, *informal*, but also by pragmatic labelling: *offensive*, *affectionate*, etc.), field (indicated by *legal language*, *marketing*, etc., and marking the type of discourse) and mode (spoken – written). These register variables split the notion of standard English further and qualify prescriptive statements on recommended usage, making them fully valid for a particular domain of usage only. Thus, the analysis reveals a broad range of both non-specific and genre-specific low modality markers employed in the texts of

dictionary entries as new conventions of both content and form of lexicographic discourse. It shows that these conventions are historically relative and that low modality is a new mode of address to dictionary users.

**Key words:** standard of usage, prescriptivism, defining vocabulary, labels, register variables, modality markers.

## **Anna Egorova**

**Ivanovo State Power University, Russia**

*mystery7@inbox.ru*

### **Experimental Study of Phonetic Organization in Nursery Rhymes**

The article is devoted to the description of the experimental study of the phonetic structure of Nursery Rhymes. The main purpose of the experiment is to prove that poetry for children can act on the emotions of the listener by means of its phonetic structure. The results of the experiment showed the role of the phonetic structure of the English Nursery Rhymes in the perception of the Russian native speakers. The study was aimed to test the following hypothesis: (1) the associations evoked by the sound in isolation correlate with the ones evoked by the sound in the context; (2) the sound repetitions and sound-imitative words, as part of the phonetic structure of the rhymes, help to effectively perceive and memorize them. The participants of the experiment were 106 Russian pupils, studying English language at high school. The experiment was carried out by stages. At the first stage, we got the basic information about the participants including level of English proficiency and their attitude to English poetry. At the second stage, the characteristics of English sounds were determined with the use of the method of subjective scaling. The third stage was devoted to testing how phonetic structure of the Nursery Rhymes act on the emotions of the subjects. At the fourth stage it was tested how phonetic structure of the Nursery Rhymes helps to memorize them. The most important results of the experiment in this study seem to be the following: the associations evoked by the sound in isolation correlate with the ones evoked by the sound in the context; the sound organization plays relevant part in the poetry for children: sound repetitions in poems and songs act on the perception of a rhyme by a listener; due to alliteration, consonance and assonance the rhymes sound rhythmic while sound-symbolic and sound-imitative words make the poems expressive, figurative and understandable for children.

**Key words:** phonosemantics, phonetic organization, sound repetitions, sound symbolism, experimental study, rhyme, perception

## **Wenglish: Peculiarities of Language Structures and Speech Forms**

The paper is devoted to Wenglish as a distinctive dialect form of the English language spoken in the Valleys of South Wales.

The purpose of the present research is to arouse interest in authentic regional dialects, namely in Wenglish among native and non-native speakers by describing its historical and socio-linguistic context.

Among the reasons which define the importance of studying Wenglish, four are worthy of note:

1. Globalization and enhancement of English bring about changing its status in different parts of the world.
2. Among all dialect forms of English spoken in Wales Wenglish takes a special place; however, its sociolinguistic standing (status) and performance are much debated.
3. The discrepancy between dialect forms of English spoken in Wales and Standard English can be seen on all language levels and is of systematic character. These forms can be found not only in everyday speech but they have recently appeared in fiction. As any other regional dialect it has its own distinctive features, that is why, understanding it is very important.
4. Study and detailed analysis of Wenglish will contribute to cross-cultural communication of speakers in different counties.

Thus, the research identifies structural and social linguistic standing of Wenglish taking into account the history and development of Wenglish, its relationship with other living speech forms, the linguistic situation in this part of Great Britain, its complex description and analysis of its structures and vocabulary in texts of different genres.

The following methods of investigation are applied: (1) comparative analysis; (2) statistical analysis; (3) classification method; (4) quantitative analysis of the material; (5) sociolinguistic analysis; (6) interpretation analysis; (7) introspection, etc.

The material selected for the research includes audiotexts, proverbs and sayings, short stories, fairy tales, novels and poems by D. Thomas, S. Waters, J. Sullivan and others.

**Key words:** Wenglish, regional dialects, language variations, literary standards, bilingualism

## **An Investigation into the Usefulness of Teaching Politeness Strategies in English Language Classrooms**

In EFL coursebooks, few aspects of politeness are presented; neither its pragmatic aspects nor its linguistic elements seem to be dealt with in detail. Thus the question whether knowledge of politeness is necessary for L2 learners presents itself.

Different learners generally have different reasons for studying English. Some of them have to conduct business in English and as Locher's (2004) study shows, significantly more linguistic structures of politeness (e.g. hedges, understaters) are used during a business meeting compared to everyday situations. This indicates that it is simply essential for L2 business learners to be familiar with the use and effect of such structures. Some other learners want to settle in the UK and need to use politeness strategies in everyday life. Li's study (2000) of a young Chinese woman who is learning to assimilate in the USA clearly shows how important it is to take cultural issues, including politeness, into consideration when one wants to live and work in another culture. There are also those learners who go to an English speaking country only for a short time simply to learn the language and might only be using the language as lingua franca in future. Awareness of cultural issues and the knowledge of politeness strategies are probably still very useful, as they enable learners to make informed choices in real life situations while staying in English speaking countries. This all indicates that politeness is an aspect of language and culture that simply can no longer be ignored.

Therefore, the focus of this research was to examine the usefulness of teaching 'politeness' strategies in English and make recommendations regarding whether and how they should generally be presented to higher level adult language learners.

I found that it is not possible to teach politeness strategies effectively without taking L1 cultural norms into consideration. If this is done, however, learners will not only be able to make informed choices regarding language use but they will also develop their intercultural competence.

**Key words:** pragmatics, politeness strategies, ESL and EFL

## **Elena Filatova**

Ivanovo State University, Russia  
*pchela2002@list.ru*

## **Verbal and Non-Verbal Means of Indirect Communication in English Political Discourse (Cross-Cultural Aspects)**

Political language rhetoric is a powerful tool in gaining political advantages. The problem of efficiency in political communication is vital and many-sided especially in the sphere of cross-cultural communication.

According to the modern Russian scientific concepts, *direct communication* is understood as the process of communication in the structure of the utterance of which sense is equal to the significant meaning. Otherwise *indirect communication* will take place. In the English political discourse indirect communication reveals itself in the usage of such stylistic devices as metaphors, allusions, allegories, rhetorical questions, and in non-verbal means, such as intonation, gestures and mimicry.

The research highlights modern approaches towards political discourse and its subtypes, outlines specific features of English non-verbal communication and its components concerning its use as means of production of a certain communicative effect.

The main *goal of the experiment* was to analyze peculiarities of perception of indirect means of persuasion in English political discourse by representatives of different linguistic cultures (British, Russian and American). Native and non-native speakers of English were asked to watch and listen to video abstracts of English political speeches with indirect means of persuasion (metaphors, irony, allusions, rhetoric questions, etc.) find stylistic devices and evaluate the speeches according to their emotionality, intelligibility and persuasiveness. Russian, American and British citizens of different professions, age and social level were chosen as respondents. Thus the *basic methods* of the experiment were interviewing with native and non-native speakers, analysis of auditions, elementary statistics. They were supported by the objective method (computer acoustic program *Praat*).

As the experiment showed, non-verbal means of communication often intensify the communicative effect of verbal means.

**Key words:** communication, direct communication, indirect communication, communicative efficiency, discourse, political discourse, verbal and non-verbal means of communication, intonation

---

## Lori Fredricks

The American University in Cairo, Egypt

[lfredricks@aucegypt.edu](mailto:lfredricks@aucegypt.edu)

## Cultural Identity Negotiation in Computer-Mediated Disagreements

This study investigates the online intercultural discourse of Egyptian and American student teachers. Building on previous research on intercultural interaction, the study explores identity as dynamic and complex (Mori, 2003; Nishizaka, 1995) and adds to the limited research on cross-cultural disagreement (Habib, 2008). The researcher will discuss how cultural identity is constructed and negotiated in asynchronous forum disagreements and examine how, like identity, politeness norms are relative and influenced by the current context (Angouri and Tseliga, 2010; Habib, 2008; Locher, Miriam and Watts, 2005; Locher, 2006).

The data consist of 51 semester-long discussion forums collected over a two-year period in TESOL (Teaching English to Speakers of Other Languages) courses (via Blackboard and Moodle). The research explores how disagreements emerge and are addressed in the graduate course discussions. Disagreements, which arise when forum members share their interpretations of cultural issues, are of the strong, unmitigated and weak, mitigated types. Prior to and during the disagreements, forum members

orient to their roles as teachers and to their in-group or out-group statuses of the cultures being discussed. Some use mitigation strategies including politeness markers, partial or pseudo agreement, and hedging and seek to maintain solidarity through complimenting, using emoticons (smileys), the acronym lol, and humorous statements.

In other instances, however, members' disagreements are strong and explicit in response to perceived misconceptions regarding their cultural identities. In these cases, the strength of a disagreement is linked to a perceived threat to a group with which a member personally identifies. Interactants align with other in-group, and occasionally out-group, members to add support for their views. Extreme examples and elaboration are also used when challenging an earlier post. The use of unmitigated disagreement suggests that when an ingroup member's cultural identity is threatened, that member may forgo face-work to maintain an accurate or positive in-group representation.

The researcher will share additional data sources, including surveys and online focus groups that reveal the graduate students' reasons for avoiding and expressing concern about disagreement. The presentation will also offer implications for facilitating critical discourse and debate in other intercultural student forums.

**Key words:** culture, identity, disagreement, computer-mediated communication

## Ruzan Gabrielyan

Russian-Armenian (Slavonic) University, Armenia

*nana4am@yahoo.com*

## A Corpus-Based Study of the Pragmatic Functions of English Interjections in Spoken Discourse

Today the questions connected with the meaning of interjections continue to attract linguists' attention from all over the world. Extensive research has been carried out to explore the hidden potentialities of these minute particles and yet no universal agreement has been reached (F. Ameka, A. Wierzbicka, T. Wharton, A. Sharonov and others).

However, the general definitions given in most dictionaries that describe interjections as words expressing a speaker's emotions and having no meaning of their own seem insufficient and inaccurate. On the other hand, the assumption that a simple, two-syllable "meaningless" word can accomplish a goal beyond this also presents a topic for debate and controversy.

The pragmalinguistic approach to the study of interjections allows us to assert that interjections do have a meaning of their own and that in every particular context they are capable of producing new meanings.

The present paper employs a corpus-based analysis of interjections to investigate the co-occurring patterns of English interjections in various conversational situations and to compare how they are used to convey messages which are not directly stated in the utterances.

The results of the research show that the same interjection can have different, even contradictory meanings and acquire new ones.

**Key words:** interjections, pragmatics, discourse analysis, corpus-based analysis

## **The Stylistic Peculiarities of the Code-switches in English and Russian Written Texts of Mass Media**

Code-switches are an integral part of modern journalistic style.

Code-switches are structural parts of guest language in matrix language discourse, which use does not violate matrix language grammar (Eastman, 1992). They carry out definite pragmatic functions and, as it was found out in the research, stylistic ones.

The data for our research are modern magazines in English and Russian (*Elle*, *Vogue*, *Harper's Bazaar*, *Glamour* etc.). The subject of the research is stylistic functions of code-switches into English, French, German and Spanish in the texts of articles and in headlines.

The stylistic analysis reveals that code-switches may lack any stylistic meaning in case they serve only for subject-logical information communication. Also, they can be used as a stylistic device (irony, pun, oxymoron, humor, periphrasis) and as expressive means (introducing of colloquial and idiomatic words and phrases of guest language into texts, rheme markers, creating of a 'presence effect').

The comparative analysis of code-switches in Russian and English magazines shows that (1) code-switches as expressive means prevail in both kinds of data; (2) in English magazines code-switches used by journalists as a stylistic device are more numerous than in Russian ones, in English data code-switches are used as periphrasis and pun: in Russian data – as oxymoron, pun (especially interlingual one). For instance,

1. a) 'Beyonce is the *ne plus* ultra of public/private contradiction' (*Elle*, 2009, No. 2: 24).  
b) '**Communitycollege** – это верноерешение для зарубежных студентов' (*Обучениезарубежом/StudyandTrainingAbroad*, 2002, No. 3: 56).

In both examples code-switches are expressive means and serve for rheme marking.

2. 'Karl Lagerfeld must be pleased: The *Kaiser's* favourite jewelry house ... recently opened a boutique in the city of Light' (*Elle*, 2009, No. 2: 86).

The code-switch into German is a periphrasis and emphasizes the leading part of Karl Lagerfeld in the activity of Chanel fashion house.

3. '*hot couture*' (*Elle*, 2003, No. 4: 166).

This code-switch is a pun: the English word *hot* (англ. горячий, жаркий, страстный) has a partial similarity in pronunciation to the French word *haute* (haute couture –high fashion).

**Key words:** code-switch, mass media, stylistic function, stylistic device, expressive means



## **Variability of Phraseological Units, Representing the Concept “Old Age” in Russian and English Languages**

The study analyzes the variation of phraseological units (PhU) representing the concept “old age” in Russian and English languages. Special attention is given to the distinction of PhU and phraseological variants, verbalizing the given concept in the above mentioned languages, and to their classification.

The background for the study lies in the fact, that the phraseological fund of the language is a valuable source of information about the culture and mentality of the nation. PhU illustrate people’s lifestyle; encode cultural stereotypes deep-rooted in the national-specific concepts. Applying the framework of cognitive linguistic analysis, the aim is to conduct a comprehensive study of PhU and their structural characteristics, to reveal the differences between Russian and English linguistic culture and to consider national specificity of the semantics of the compared languages.

In compliance with the aim we use the methods and techniques of conceptual analysis, analysis of dictionary definitions, contextual analysis, the method of quantitative analysis, the method of idiomatic description, the comparative method.

Consequently, we worked out a complex hierarchical classification. PhU representing the concept “old age” are divided into two groups such as “a final stage of human life” and “the denominations of old people” that are further subdivided in view of the semantics of the given components, their connotations and generic features.

After the analysis, we come to the following conclusions: within linguistic-cultural aspect negative connotation of old age is typical of Russian language, whereas in English old age is not only the time of sunset, but also the time of relaxation and having a rest.

The analysis of Russian and English PhU suggests that in both languages there exists a framework of the universal units objectifying value guidelines associated with the process of ageing. These are PhU with a meaning of physiological display of old age as well as PhU reflecting elderly people’s attitude to death.

We believe that the practical significance of the work is determined by the possibility to use its results in teaching of lexicology, linguistics and other subjects.

**Key words:** concept, phraseological units, the concept “old age”, phraseological units-synonyms, phraseological variants, conceptual metaphor

## **Kais Kadhim**

---

University of Malaya, Malaysia

*Kaisamir2009@yahoo.com*

### **Deontic Modality in English-Arabic Translation of Political Discourse: A Semantic Analysis**

The focus of this research is in the area of a very specific genre of discourse which is BBC news texts. The aim is to examine how English and Arabic express deontic modality in a text and to determine the nature of the message in both texts. Such a study is important in order to provide some insights into the characteristics of English and Arabic in denoting modality in mass media, and most importantly to arrive at a better understanding of the function of deontic modality in the genre of news information texts. This study makes use of Palmer's notion of Modality and Deontic Modality. The research approach adopted in this study includes a descriptive analysis of a sample of 10 texts; each text provides the same version in two languages: English and Arabic. The findings provide evidence that each of the two highlighted languages has its own structures, styles and preferences in expressing deontic modality in transferring information, but the use of deontic modality in these texts intends to present information in a fuzzy and vague way. Thus, despite the remarkable differences between the two languages, both tend to use expressions of deontic modality as a manipulating instrument to change the attitude of the reader.

**Key words:** deontic, news, pragmatic, verbs and function

## **Vita Kalnbērziņa**

---

University of Latvia, Latvia

*vita.kalberzina@lu.lv*

### **Common European Framework Impact on English Language Speaking Test in Latvia**

The popularity of the Common European Framework (CEFR), which postulates that all languages are learned in a similar manner, moving from simple short texts to more complex and longer texts, was eagerly adopted by educational administrators across Europe. As a result, language testers are constantly demanded to produce comparable measurement systems that would function across languages and across age groups. To answer such a demand multiple research activities have been taking place at the Ministry of Education of Latvia Curriculum and Examination centre. Here we want to report on the events taking place in standardisation of English language speaking test which operates within the Year 12 examination and is administered by the Curriculum and Examination centre of Latvia.

In our presentation we will follow all the steps the examination centre takes in preparation of the examination material, in standardisation of the material, marking scales and examiners and finally look at the results of the evaluation of approximately 20 thousand students in Latvia, who took the examination in Latvia in 2012.

The main focus will be the investigation of the process of standardisation of English spoken language performance samples for the relation to the CEFR. This includes rater training, analysis of both training and standardisation results. In addition, we aim at identifying the extent to which a sample population of language test raters differ when rating the same spoken performance samples. Finally, the most severely rated qualitative aspect of spoken language performance is to be identified and discussed.

In order to ensure triangulation of the research study a mixed-methods approach has been adopted, using both qualitative and quantitative data analysis (Kim, 2009). Several data collection instruments have been employed: descriptive statistics of the quantitative approach is used to present the data and their analysis obtained with the use of FACETS software Minifac (Linacre, 2011). Qualitative approach is used to analyse raters' comments provided on the sample performances in question.

**Key words:** exam relation, FACETS, marking scales, mixed method, rater standardisation, speaking test

---

## Selma Karabinar

Marmara University, Turkey

*selmakarabinar@gmail.com*

### Using Blogs as an Extension of Classroom Learning for Peer Feedback

Blogs are one of the emerging technologies offering student-centred pedagogical practices hardly possible in traditional classrooms. Blogs provide students with the opportunity to practise their writing skills on a regular basis. Also, they increase participation of students through creating a sense of ownership of and responsibility for their ideas put on the "global public sphere". Due to their potential interactivity, blogs also help in the building a sense of community in the classroom.

This presentation is based on a research conducted in Turkey with third-year English language pre-service teachers attending the course *Teaching Language Skills*. In this course students are learning to produce lesson plans for teaching listening and speaking skills in English. Blogs are used to communicate and exchange comments and feedback about lesson plans they produced as part of the course requirement. The data about learner opinions were gathered using three different feedback surveys applied in the classroom by the researcher over a three-month period. The aim of the study is to find out how learners make use of blogs as a tool to exchange peer feedback on the drafts of their lesson plans. The study aimed to answer the questions such as: what is learners' perception of using blogs as a tool for sharing ideas in pedagogical tasks? Do the learners think that they improve their learning through feedback via blogs?

Results of the study will provide support for the arguments as to why using blogs are effective in the educational context. In terms of practical implications, the study itself will present teachers a model regarding how blogs can be used for instructional purposes encouraging students to reflect on the themes touched upon in class. Finally, the results about learner views will give ideas on how and why blogs can be used as a collaborative discussion space and an extension of classroom learning.

**Key words:** blogs, peer feedback, pre-service teachers, collaboration through blogs

## **Indra Karapetjana**

---

University of Latvia, Latvia

*indra.karapetjana@lu.lv*

## **Gunta Roziņa**

---

University of Latvia, Latvia

*rozina.gunta@inbox.lv*

## **Applied Linguistics in Latvia**

In this paper, we discuss the changing role of applied linguistics from a diachronic perspective and outline its present role as an interdisciplinary branch of science. In the 1950s, applied linguistics was viewed as a branch of science dealing with the application of linguistics to language teaching and with tackling central issues of practical language in use. Nowadays applied linguistics encompasses a wide range of objectives, the scope of which is often hard to define. If applied linguistics had to undergo a long way of broadening the field in the rest of the world, this period of development was skipped in Latvia, applied linguistics not being officially recognized as a branch of science. The beginning of applied linguistics in Latvia is considered to be the year 1999, when it was officially entered into the Science Classification of the Latvian Council of Science. At the outset, the first dissertations written in applied linguistics reflected its interdisciplinary nature as a practice-driven discipline that addresses solving language-related issues in a variety of general, academic, occupational and professional contexts. The present paper argues that applied linguistics lies at the intersection of different disciplines; however, the narrow historical view of applied linguistics that still exists in the Latvian society calls for reconsidering its role within our own academic niche as well as from an outside perspective, thus making the Latvian society aware of its importance as an interdisciplinary branch of science.

**Key words:** applied linguistics, diachronic and present perspectives, interdisciplinary branch of science

## **Laura Karpinska**

---

University of Latvia, Latvia

*laurak@apollo.lv*

## **User's Guides in English-Latvian Dictionaries**

The present study focuses on the analysis of the user's guides in all the general English-Latvian dictionaries (ELDs) compiled from 1924 to 2007 forming the English-Latvian lexicographic tradition. The aim of the study is to describe the typical contents and elements of the user's guides in ELDs, as well as to trace the development of this metafunctional outside matter component throughout the lexicographic tradition.

The theoretical framework of the study is based on the research conducted by Cop (1989), Kirkpatrick (1989), Hausmann and Wiegand (2003 [1989]), Landau (2001), Gouws and Prinsloo (2005) and Svensén (2009).

The purpose of the user's guide is to introduce the user to the dictionary layout and provide information on its use. Its location can vary from dictionary to dictionary, but in most cases it is placed in the front matter. Since the user's guide can be viewed as an umbrella term for a cluster of several metafunctional outside matter components (e.g. the list of abbreviations, pronunciation key, etc.), special attention is paid to the overall contents of these components rather than to their titles which might not be sufficiently revealing. Thus the framework of the descriptive analysis of the user's guides in ELDs is based on the following set of criteria: they may contain information on the macro- and microstructure, the use of various structure indicators, means of textual condensation, the list of abbreviations, pronunciation symbols and cross-reference system used in the dictionary.

The analysis reveals that a clear distinction between the preface and user's guide in English-Latvian dictionaries is established only in the dictionaries published in Latvia after WWII. Since 1950s the user's guides are enriched by information on the macro- and microstructure of the dictionary, typographical and non-typographical structure indicators and means of textual condensation applied, but some small dictionaries may not contain the pronunciation key. A tendency towards unification of the user's guides both structure and content-wise starts in the Soviet period, but it is most distinct in the dictionaries published by *Avots* after 1990.

**Key words:** user's guide, metafunctional outside matter component, macro- and microstructure of dictionary, English-Latvian dictionaries

### **Konstantin Khomutskiy**

High School of Economics, National Research University, Russia  
*khomutskiykonst@gmail.com*

## **The Application of Diverse Metaphorical Schemes in Mass Media Articles Devoted to Russian Domestic Policy**

The report presents the analysis of the use of different concepts in terms of cognitive linguistics in articles of foreign mass media devoted to Russian domestic political events for a period of one year (December, 2011 – December, 2012). In the course of the current year, Russian civil society has been awoken as a result of rigged elections to Russian Duma December 4, 2011, and this has led to a considerable number of changes in political life of the society. These changes have provoked a demand for detail analysis from foreign mass media in order to present a clear, unbiased vision of current situation and possible consequences for both: Western countries and Russian ruling elite.

The article attempts to reveal the correspondences in application of different metaphorical schemes describing events and processes and their variation according to the stage of civil society activity (oppositional protest, riots, passage of new laws). For instance, before the presidential elections (March 4, 2012) the tension in the society was high, and there was a clear division into two main warring parties: the one of pro-Putinists and the other against sitting president (then prime-minister). In order to depict the atmosphere of confrontation more vividly and to create a clean image for the reader, the economist observer uses war concepts in the article 'Call back Yesterday'.

'But after a wave of protests against his job swap, and the subsequent rigging of December's parliamentary elections, Mr Putin has been forced into much more *combative mode*; *Russia is under threat*, he says, calling on his supporters to *mobilise for a final battle* against *enemies* foreign and domestic.' Such expressions as "combative mode", "under threat", "mobilise", "a final battle" certainly create the image of combat operations in readers' minds. One can argue that in this case the use of war metaphoric scheme was predetermined by Mr. Putin Borodino speech made at Luzhniki rally February 23, 2012. But if we can also trace the application of the same scheme in the further article devoted to the results of the presidential election, we can easily other metaphors with concept of war e.g. 'It was a speech of *a conqueror in a hostile capital*.' Such metaphors are used deliberately to doubt people's choice unicity.

Other metaphorical schemes are likely to be applied in the articles about domestic policy in Russia. The author attempts to analyze them, establish their frequency and classify them.

**Key words:** metaphor, Conceptual Metaphor Theory (CMT), Idealized Cognitive Models (ICM), source domain, "target" domain

---

### **Natalia Kovyrshina**

Peoples' Friendship University of Russia, Russia  
NKovyrshina@mail.ru

---

### **Ekaterina Mussawi**

Peoples' Friendship University of Russia, Russia

## **English Language Functioning Specifics in Arab Countries**

The paper analyses the specifics of the functioning of the English language in the Arab Mashric countries within the long historic period since the time of its first usage by the Arabophones at the end of the 19<sup>th</sup> – the beginning of the 20<sup>th</sup> century. The particular attention is paid to the present day situation and strengthening of the positions of the English language, that is, its current mastering and usage by the Arabophones at the beginning of the 21 century in the conditions of further globalization and expansion of intercultural and economic contacts, on the one hand, and the boost of national and religious identity of Arabs and their wish to set their own interests and Arab culture as opposed to against the European traditions, on the other.

In the rich countries of the Arab Peninsula (Saudi Arabia, United Arab Emirates, Qatar, Oman and others) the English language is used practically as the second language. At the same time the comparative analysis of the linguistic situation in the states with the republican form of government (Syria, Lebanon, Yemen, Iraq, Egypt) proves the limited usage of the 'global' means of mass communication (that is, English).

For the experts, who work in the states of the Persian Gulf, the English language is basic in the communication with the Arabs. But national and cultural specifics of the Arab society life in this world region dictate to the Europeans the necessity of studying basic knowledge about history, culture and realities of the Arabic way of life, which will help to built rapport with business partners, to understand the difference

of arabophone mentality, to work out more effective methods to communicate with them. It is known that there are a few major factors which influence the national identity. One of them is the type of the society where people live as well as the main religion, psychophysiological nature of the nation and peoples' habitat.

**Key words:** historical and comparative analysis, countries of the Arab Mashric, the 'an-Nahda' epoch, language globalization, bilingualism, national self identification, Arabophone mentality

---

### Larisa Kuzmenko

Transport and Telecommunication Institute, Latvia

larisa.kuzmenko@hotmail.com

### Developing a Variety of Language and Interdisciplinary Skills in the Course "Cross-Cultural Communication"

Cross-cultural diversity, cultural awareness, etc. have become buzz words nowadays. Globalization, growing international trade, migration, development and expansion of student exchanges make it necessary to pay more attention to the course *Cross-cultural Communication*.

An ESP teacher who is to design a Curriculum for the subject finds the task especially challenging because of the abundance of the study materials the teacher has to consider and choose from, and also because of the restricted number of hours allocated for the course. Here, as in a lot of similar situations, an ESP teacher has several aims in view: he is to present the subject matter of the course, develop certain interdisciplinary skills, and also improve students' knowledge of English and their language skills.

In the article the author considers different approaches to course design depending on students' needs, cultural background, language proficiency and learning outcome. The necessity of language and content interaction leads to the integrated planning of both language input and learning outcome.

While the teacher is delivering lectures, students' listening skills are engaged the most. However, we must not exclude speaking skills as any lecture has an interactive character. Feedback is the key to successful teaching and learning. The audience is not homogeneous, as a rule, so the lecturer has to think not only of the content of the lecture, its saturation with interesting and important facts, but also about the language means he uses. During seminars students have an opportunity to improve their speaking skills while participating in discussions and presenting their projects. They also develop such skills as: presentation skills, problem-solving and team-building skills. Of course, we should point out that E-learning environment is an indispensable tool in acquiring knowledge too.

Studying the course *Cross-cultural Communication*, first of all, widens students' personal outlook. It also stimulates their creative thinking, trains the ability to compare and reconsider different situations, especially while working on personal or team projects. It also facilitates oratory and presentation skills. And it serves as a means of personal growth and gives impetus to productive activity.

**Key words:** competence in intercultural communication, skills improvement, language proficiency.

## **Jana Kuzmina**

University of Latvia, Latvia

*yanakuzm@gmail.com*

### **Interdiscursivity and Intertextuality in IT Professional Discourse**

One of the peculiarities of Information Technologies (IT) domain in Latvia is that the largest locally based companies operate internationally and provide outsourcing activities (Accenture, Tieto, CTXM, CTCO, Forticom) with English being as a primary means of communication. Two streams of documentation are created: internal in Latvian and external in English. As a result, all level managers as well as technical staff are exposed to documentation compilation and processing much more these days. This requires the awareness of the concepts of interdiscursivity of professional processes and intertextuality of genres they create and review in the process of work.

Thus, the abovementioned circumstances have determined the aim of the research, which is:

- ✓ to model social context of IT domain professional communication,
- ✓ to conduct a genre analysis of IT technical, quality and managerial documentation and identify manifest and constitutive intertextual relations.

The following research methods have been selected, the theoretical being the comparative analysis of the linguistic theories underlying the concepts of genre and genre analysis by Swales, Bhatia, social context modeling by T. van Dijk (1997, 2004), Bhatia (1993, 2004) and intertextuality by Fairclough (1989, 1992, 1995), Kristeva (1980) and Genette (1997); the empirical being the genre analysis as language in use of a certain discourse community. The study is of qualitative nature and represents a selective analysis of 25 chosen IT quality, project management and technical documentation items used by target discourse community at a work place in Latvian IT companies.

The research tools comprise semi-structured interviews of IT professionals (8 project managers, 5 business analysts, 3 project support office managers, 15 developers and 15 test engineers), which enabled us to organise professional genres into a network and relate them with communicative events in the professional setting, as well as documentary research to trace intertextual relations.

**Key words:** genre analysis, discursive practices, constitutive intertextuality, manifest intertextuality, social context

## **Dace Liepiņa**

University of Latvia, Latvia

*dliepina@apollo.lv*

### **Interface and Conflict of English and Latvian Legal Terminology**

The paper analyses the existing interface and potential conflict that exists between two different systems of law – the system of common law and the system of civil law, sometimes also called Roman-Germanic continental law – that manifests itself



in the conceptual and terminological transfers from common law to Latvian civil law and its terminology.

The relevance of the theme is largely determined by the abundant research on legal English and almost non-existent research on legal Latvian as well as by the function of the vehicular language that English plays in communication and information transfer in the EU. Law is always linked to the culture of a particular society. Every legal language bound to a specific legal system has profound differences in categories and concepts that are explained by the history of their development. Common law has originated in the courts of England following the Norman Conquest and has its roots in the feudal system. A notable feature of English common law is its openness to the use of metaphoric terms. Even though classic common law is uniform, it has evolved and changed in the course of time and it is illustrated by differences in the legal systems of the USA and England. The Latvian legal system was established in the 20th century, its development interrupted by the interlude of Soviet law, to be reinstated in the 90ties of the 20th century.

The analysis reveals that since the 90ties new concepts and terms have appeared in Latvian law as a consequence of legislative harmonization with the EU law that has a strong element of common law. In Latvian law the prevailing trend is de-metaphorisation of legal terms as metaphor is generally viewed with suspicion in Latvian term-formation practice and Latvian equivalents for English common law terms bear evidence of this uneasy relationship.

**Key words:** Civil law, common law, metaphoric terms, equivalence

## **Ineta Luka**

**Turība University, Latvia**

*Ineta@turiba.lv*

## **ESP Competence Assessment in Tertiary Education**

Europe faces a moment of transformation. The main targets for successful further development are smart growth, sustainable growth, inclusive growth (Europe 2020). Higher education implements one of the most important social functions – to provide purposeful personality development in accordance with the contemporary and future requirements. The introduction of *European Qualification Framework* (EQF) has set new requirements for higher education. The curricula and syllabi are being changed according to the EQF descriptors. The orientation has shifted from input (the length and place of studies, teaching-learning methods) to learning outcomes (knowledge, skills, competences). Hence, the issue of creating syllabi and assessment standards that would correspond to the new requirements has become topical.

The existing tool for setting standards to be attained at language learning and for evaluating learning outcomes in an internationally comparable manner *Common European Framework of Reference for Languages* (CEFR) provides descriptors of language competence for six levels – A1, A2, B1, B2, C1 and C2. The higher education assessment system in Latvia; however, uses a 10 point scale. Most higher education institutions in Latvia offer students the opportunity to acquire *English for Special Purposes* (ESP).

Therefore, it is necessary to create such an assessment system that would correspond to the 10 point scale incorporating the specific features of the ESP course and could be applied for assessing learning outcomes in ESP for different professions.

So far several studies in the field have been conducted in Latvia including the attempts of the creation of descriptors for evaluation of language competence for special purposes (Lūka, 2007; Rudzinska, 2010; Boge, 2010; Lismane, 2010).

The present study analyses language competence for intercultural communication (Bernaus, et.al., 2007; Boeckmann, et.al., 2011; Byram, 1997; 1999; Camerer, 2010; Candelier, 2007; CEFR, 2001; Glaser, et.al., 2007; Lázár, 2007; Lussier, et.al., 2007; Piccardo, et.al., 2010; Ruiz-Garrido, et.al., 2010; Tardieu, et.al., 2010, etc.) as well as different international language assessment systems (CEFR, 2001; the assessment of intercultural communicative competence developed within ICC in TE project of the ECML 2004-2006; Canadian Language Benchmarks for English as a Second Language for Adults, 2012; language competence descriptors created during ECML project "Across Languages and Cultures" 2004-2007; University of Cambridge ESOL Examinations; the study on the comparison of CEFR, ALTE, DIALANG and CCWS language competence descriptors, 2007; EIKEN tests in Japan, Scottish Qualifications Authority ESOL, 2009; Relating Language Examinations to the CEFR, 2011; etc.).

As a result of the study descriptors for ESP competence assessment have been created and applied for assessing students' ESP competence at a higher education institution in Latvia. The findings of the study show that the created descriptors can be applied for assessing students' ESP competence developed in the studies of social sciences and humanities.

**Key words:** language competence, ESP, intercultural communication, competence descriptors, assessment

---

## **Wolfgang Lörcher**

**University of Leipzig, Germany**

*loerscher@uni-leipzig.de*

## **Psycholinguistics – Historical and Systematic Issues**

In this lecture an overview of some of the current issues in psycholinguistics is presented. After the introductory remarks concerning the beginning of psycho-linguistics, aspects of the historical development of the discipline are outlined. These considerations are followed by a short discussion of central aspects and topics of and methods in investigating the three main branches of psycholinguistics: language comprehension, language production and language acquisition and learning.

**Key words:** language processing, language understanding, language production, language acquisition and learning, research methods in psycholinguistics

## **Intonational Means of Signaling Information Structure in Non-native English Speech**

Signaling of information structure in English is mainly expressed by intonational means and is reflected in the utterance accentuation pattern. The phonological significance of the most prominent syllable (main accent or nucleus) is accepted by most linguists. Nucleus position and the factors affecting its place in English have been under discussion for the last decades.

Languages differ in means of expressing information structure of an utterance and rules governing main accent position. Apart from being interesting for purely linguistic investigation these differences may become an important subject for the study in the aspect of foreign/second language acquisition.

The experimental research is aimed at revealing the degree of native language influence on nuclear position in the speech of Mexican and Russian speakers of English. Comparative analysis of English, Spanish and Russian accentual patterns helps explain erratic nucleus choice in non-native English speech. Types of sentences which cause most difficulties are revealed and classified.

Two additional factors, namely the linguistic surrounding (natural and "artificial") and the degree of linguistic competence of the subjects are taken into consideration.

The comparison of English and Spanish experimental phrases proves that the erratic nucleus shifts in the speech of the Mexican speakers of English manifest themselves due to the accent placement rules in Spanish. The Russian language demonstrates more similarities with the English accentuation rules than Spanish. Erratic nucleus positions revealed in the English speech of the Russians can be accounted for not only by the influence of the mother tongue but also by the lack of the English accentuation rules knowledge.

The results of the comparative research also lead to the conclusion that language accentuation structure differences in the speech of Mexican subjects are significant only for the speakers of the lowest (in the experiment) language competence level. The natural linguistic surrounding most probably help Mexican speakers overcome the interfering effect of their native language and demonstrate better result in comparison to the results of the Russian speakers with higher level language proficiency but learning English in the conditions of "artificial" or classroom bilingualism.

**Key words:** information structure, accentuation pattern, nucleus position, erratic nucleus shifts, comparative analysis

## **Creating Definitions for LSP Dictionaries: the Case of English-Russian Socio-Political Dictionary**

The paper presents the process of creating definitions in the English-Russian Socio-Political Dictionary. The project fills an important gap in bilingual LSP reference sources for Russian learners since there is still no contemporary bilingual dictionary of socio-political vocabulary available (the latest edition is dated 1985). It is a project of an interactive web portal and is supposed to be a rather large, semi-crowdsourced, mostly-datamined dictionary of English-Russian socio-political lexicon.

Socio-political language is specific for its composite nature: while it primarily relates to the field of politics and political science it also stretches out to very different fields of human activity, such as military sphere, disarmament, social sphere, economics, medicine, environment protection, diplomacy, anti-terrorist activity, anti-piracy activity, national liberation movements, etc. Moreover, ideological evaluation plays an important role in understanding and using socio-political words. The choice/preference of the lexical unit and its translation equivalent in a particular context greatly depends on the political, social and cultural values of the society (compare Russian *боевик* 'bojevik' with the equivalents in English *gunman*, *terrorist*).

The corpus-based dictionary project has been compiled mostly manually. The major sources of the data are both: purely language-related discoveries in English- and Russian-speaking news releases, mass media, documents, treaties, public speeches and presentations, etc., and available online corpora, lexicons, ontologies, lexical databases of the English and Russian languages; and laypeople's conception and understanding of what a dictionary could or ought to be, which should be sent through comments, special forum box or social network site.

The definition includes the translation equivalent(s) and additional comment on the lexical meaning of the key word within the definition/translation equivalent, in brackets, to explain the semantics of the notion and show the difference (if any) between the English and Russian concepts. The paper illustrates the problems and dilemmas while creating the definitions and attempts at their resolution with the analysis of the texts.

**Key words:** LSP dictionary, bilingual dictionary, socio-political language, corpus-based dictionary project, definition creation

## Teri McCarthy

---

Lithuanian University of Educational Sciences, Lithuania

teri@iics.com

### Language and Humanity: Is It More Than Mere Instinct?

Language is the common condition of the human species. As Tabor says, “We live in the house of language” (2009). Regardless of their linguistic differences, no group of people, no tribe, has ever been discovered that did not have a highly complex and highly developed language system. Darwin said, “There is no such thing as a simple language; all languages are complex” (The Descent of Man, 1871).

The innateness of language is a constant debate within linguistic and cognitive science circles these days. Demand for empirical research and scientific evidence have made the theory of language instinct appear to be an abused step-child among the international academic community. Scores of both popular and professional articles, books, and conference papers have focused on disproving, or discrediting, Chomskian-inspired concepts of generative grammar, language universals and genetic impulses to speak—in other words on denouncing the *language instinct*. These attempts, though earnest, have not been convincing.

In this paper I will look at and discuss three important concepts about the language instinct that simply will not go away regardless of the demand for empirical evidence and the attempt to discredit this linguistic theory. First, language is mysterious and just because science cannot explain it, doesn’t mean that certain facets don’t exist; secondly, there are specific manifestations in first language acquisition that are scientifically, and provably, evidenced across linguistic diversity (universals). And thirdly, if we rely solely on empirical research (that which is testable) and scientific evidence (that which is seeable) within the academic community, how then do we ever understand, describe or explain evolution’s black holes, the origins of language or other intrusive phenomena? The understanding and exploration of the innateness of language is vital to the world of science and the academic community as a whole, because only through an investigation into the language instinct can we truly begin to understand what it means to be human.

**Key words:** language acquisition, language instinct, language universals, linguistic theories, Chomsky

## Lina Murinienė

---

Lithuanian University of Educational Sciences, Lithuania

lina.muriniene@leu.lt

### Linguistic Project of Creating the Lithuanian Inter-institutional Style Guide

The paper deals with the ambitious linguistic project of creating the Lithuanian Inter-institutional Style Guide, which would be used not only by the EU institutions in Luxembourg, Frankfurt and Brussels, but also by Lithuanian freelance translators carrying out their activities in Lithuania, Latvia or elsewhere.

The coordinating activities are carried out by the Directorate-General for Translation at the European Commission, to be more precise, by the Lithuanian Language Department (Luxembourg).

The main goal is to draft a guide analyzing the issues of translation into the Lithuanian language, and first of all the issues of grammar (correct translation of phrases). The guide would be harmonized with the three main inter-institutional guides (the one of Publications Office, the Manual of Precedents, and the Joint Practical Guide), and it would be agreed with the national language institutions on the senior level. The State Commission on the Lithuanian Language is such senior institution.

The working group for creating the Lithuanian Inter-institutional Style Guide consists of translators, heads of units, lawyers-linguists, proofreaders, and the national language experts. They represent the main institutions of EU.

The State Commission provides us the enormous support. It has formed a special sub-committee dealing specifically with the issues of creation of the Style Guide. The Special Sub-committee consists of the scientists specializing in the theoretical aspects of the language and the practitioners who either translate the EU texts or transpose them into the national law. The institutions under the umbrella of the State Commission and the EU institutions jointly meet the challenge. Therefore, they are working sincerely, professionally, and the common activities are bearing some fruit.

The stock of standard phrases was commonly approved by the Special Sub-committee of the State Commission and the EU working group. Now this package is put into use. The issues of punctuation and spelling were commonly discussed as well.

The guide is planned to be accomplished in 2013. It is useful for translations, for language usage, and we all believe in the purposefulness of this work.

**Key words:** inter-institutional style guide, translation, language usage

## **Anita Naciscione**

**Latvian Academy of Culture, Latvia**

*naciscione@parks.lv*

## **The Role of Figurative Language in International Communication**

Cognitive linguistics has established that figurative language is an integral part of cognitive processes: people think and conceptualise their experience and the external world in cognitive terms. Many similarities exist across languages in figurative use: it represents a process and a result of human thought. Observations are based on a large corpus of stylistic use of phraseological units.

In stylistic use, different languages use the same stylistic patterns: metaphor, metonymy, pun, allusion, hyperbole, oxymoron etc. A figurative pattern is a cognitive inference tool; it is a figurative mode and a mental stylistic technique, applicable in new figurative thought representations. The stylistic pattern is not only a pattern of language but first and foremost a pattern of thought; thus, stylistic use of these patterns is a cross-language and a cross-culture phenomenon. Patterns of figurative thought are shared across languages. Diachronically, they are characterised by cross-century stability.

Figurative use in multimodal discourse is not new; the actual phenomenon has existed in various manifestations since time immemorial. Multimodal discourse applies stylistic techniques from more than one semiotic mode of expression. The verbal works together with the non-verbal in construction of new meaning. The textual and visual representation of a thinking process is profoundly influenced by political, social and cultural processes that lie behind the specific context. In multimodal discourse, figurative thought finds sophisticated ways of representation, opening up new pathways of conveying a message. Illustrations will feature multimodal use of figurative thought in a number of languages.

A cognitive approach has an extensive area of application. One of them is translation of metaphorical terms. In the cognitive linguistic view, they are theory constitutive metaphors, and integral part of both the scientific theory and the respective terms; hence, the importance of preserving metaphor in the target language wherever possible. In practice, it is important to recognise metaphor as a technique of abstract reasoning in the formation of terminology. Its translation is not merely part of cross-cultural communication; it is a cognitive operation of the mind. Translation of metaphorical terms reveals the role of cognitive theory in translation practice.

**Key words:** cognitive linguistics, stylistic pattern, multimodal discourse, theory constitutive metaphor

---

## **Solveiga Ozoliņa**

**University of Latvia, Latvia**  
*solveiga.ozolina@lu.lv*

---

## **Anna Jurčenko**

**Latvia University of Agriculture, Latvia**  
*anna.jurcenko@gmail.com*

---

## **Techniques for Teaching Business English Collocations**

Collocational competence is a part of communicative language competence; lack of collocational competence results into artificial language use. It affects communication skills negatively and can undermine students' career, which is especially important for ESP learners. However, becoming collocationally competent is complicated for non-native speakers, as they do not possess a vast collection of ready-made language in their mental lexicon that they can retrieve at a fast rate and use immediately.

One of the most prominent researchers in the field is Lewis (1993, 1997), who popularised the Lexical Approach forming the theoretical framework of the current study. The idea that language consists of pre-fabricated chunks, which include collocations, is also discussed by such scholars as Willis (1991), Nattinger and DeCarrico (1992), and others. One of the most useful tools for teaching collocations is corpus analysis, as stated by Nation (2001), Reppen in Tomlinson (2011), McEnery, Xiao and Tono (2006), and others. Corpus analysis enables learners to see the target constructions in natural contexts. Thus, teaching ESP collocations is a widely researched theme, which means that this field is essential for the learners and needs further investigation.

The aim of the presentation is to discuss the most effective techniques of teaching and learning ESP collocations to bachelor programme pre-experience students. The method of research is a quasi-experiment. The basic findings of the study are as follows: analytic, text-based approach and analysis of collocations embedded in a large quantity of authentic Business English (BE) texts, as well as the tasks developed on the basis of corpora analysis data have enabled the undergraduate programme students to recognize and later use collocations in speech and written sentence production. It is possible to conclude that different activities that raise conscious awareness of lexical chunks in authentic texts and single sentences retrieved using corpora analysis have aided better acquisition of frequently occurring collocations in BE.

**Key words:** collocations, ESP, authentic materials, corpus analysis, Business English

---

### **Anna Prokhorova**

**Ivanovo State Power University, Russia**

*prohanna@yandex.ru*

---

### **Maria Vasilyeva**

**Ivanovo State Power University, Russia**

*marusikk@mail.ru*

---

## **Building Bridges into the English Speaking World**

The article is devoted to the importance of cross-cultural education in the process of foreign language training at the Russian Technical University, since it is the essential part of international communication and mutually beneficial cooperation. Cross-cultural competence can be an issue for both Russian and English speaking students owing to the incomprehension that might sometimes arise between people from different countries. The authors suggest a new approach towards the teaching foreign culture awareness on the basis of new information technologies.

One of the educational aims in the Russian university is to form students' cross-cultural and linguistic competence. Socio-cultural approach to language teaching is closely connected with the use of foreign language as a means of exploring the world and national cultures, an intellectual heritage of English speaking countries and their people, as well as a tool of overcoming cross-cultural misunderstandings. As a result, the teaching of communication competence in English is implemented in the course of cross-cultural dialogue based on the socio-cultural perception of the world.

Since International Studies is one of the issues in the Russian Government Educational Standard for Teaching Foreign Languages, the authors of the article came up with the project named *Guide to the English Speaking World*, which includes the main cultural facts about the Commonwealth of Nations and five English speaking countries (the USA, the UK, Canada, Australia and New Zealand), quizzes with keys for self-tests and tests to be done in the classroom. Moreover, the above mentioned ISP contains the English Speaking World in Pictures section with the photos of famous personalities, places of interest and national symbols. All the components of the above-mentioned



project are represented at the website of Ivanovo State Power University ([www.ispu.ru](http://www.ispu.ru)) and are available for all university students.

The effectiveness of the project lies in the implementation of the new forms of language education via the application of modern information technologies, leading to the improvement of cross-cultural linguistic competence and the intensification of English-learning motivation.

**Key words:** professionally-oriented English, cross-cultural communication, foreign teaching, International Studies Project (ISP), new information technologies

## **Teresė Ringailienė**

**Vytautas Magnus University, Lithuania**

*t.ringailiene@hmf.vdu.lt*

### **Stereotypes in Popular Scientific Articles: a Multimodal Perspective**

The purpose of popular scientific articles is to present scientific information in such a way that it is understandable for ordinary people. Thus they inform the readers on academic issues. However, according to Kress, Kress and van Leeuwen, Bell, Hill and Helmers and many other contemporary scholars, the textual mode is not dominant any more, as many other modes, such as pictures, photos, videos or animation are incorporated in texts and carry their own individual meaning, which is not necessarily related to the one expressed in the text.

This report focuses on online popular scientific articles in the humanities from the multimodal perspective with the aim to discuss the stereotypes expressed by the textual and the visual modes. In total, 246 popular scientific articles in the humanities and 252 photos from these articles representing people are analysed. For the analysis, the principles of multimodality and corpus linguistics are employed.

The analysis reveals that the people portrayed in the photos of popular scientific articles represent scholars (both authors of the articles and the subject-matter of the articles), artists (actors or singers) and soldiers. In the case of scholars' representation, an attempt is made to create a neutral and depersonalized portrait, as such features as direct look to the viewer, a smile, official clothes or unidentified setting are common for most photos. Thus the emblematic photos contribute to the creation of a stereotype of a scholar and create certain expectations from the readers/viewers, while the textual information presents new research and a variety of topics in the humanities. Furthermore, such variables as body position, actions or clothing contribute to the creation of a stereotype of a pop singer, as well as present their individual style, and create their identity. The representation of soldiers reveals similar tendencies; therefore, it can be maintained that popular scientific articles are not only informative. They also represent the people in such a way that form stereotypes about certain professions.

**Key words:** multimodality, mode, stereotypes, popular scientific discourse

**Rashwan Salih**

University of Leicester, United Kingdom

*rrs6@le.ac.uk*

### **Polysemy and Translation Challenges: A Cross-linguistic Analysis of Connectives Between English and Kurdish**

This paper examines and compares the polysemy and textual functions of the English connective *but* and establishes corresponding Kurdish connectives through translation. The methodology in analysing the functions of *but* is a combination between the polysemy approach toward pragmatic markers (e.g., Doherty, 1998, Gellerstam, 1996 and Fischer, 2006) and procedural theory towards the textual function of connectives (e.g., Sperber and Wilson, 1995). So, *but* is considered as pragmatic marker that contributes to the continuity of texts and is a vital element used for achieving communicative targets. The organisational role of the *but* and its Kurdish equivalents are examined and analyzed so as to establish the link between translation and linguistic studies. The importance of this paper lies at the fact that it is a contribution towards enriching cross linguistic and cross cultural approaches to discourse analysis and translation. The paper seeks to answer questions such as: what can translation add to linguistic studies? and what are cross linguistic issues that arise between English and Kurdish, especially in the case of *but*?

**Key words:** connectives, translation, cross linguistic challenges

**Claudio Scarvaglieri**

University of Hildesheim, Germany

*claudio.scarvaglieri@uni-hildesheim.de*

### **Intercultural Communication in Academia**

Our paper talks about a new research project on intercultural communication between university scholars from Germany and South Africa. We will give an overview on the data, methods and aims and present some preliminary results from our ongoing analyzes. At the core of the research project are questions concerning the emergence of a discursive interculture (Koole and ten Thije, 2001) in academic discourse: how are group-specific ways of communicating created so that cultural and national differences are overcome? Which linguistic actions are used to create such common ground? What happens if something goes wrong, i.e. how do participants deal with misunderstandings?

The data we rely on stem from a lexicographic project carried out cooperatively between German and South African partners. We analyze oral data from their project workshops and written data from the e-mail correspondence or project participants. We use discourse analysis and the analysis of phenomena of authentic communication (cf. Redder, 2008).

The paper focuses specifically on evaluative speech actions. Since evaluative speech actions determine the value of a given entity (e.g. actions, persons, things), they can

significantly impact the process of cooperative action. For example, something that is found to be “excellent” will be treated differently in future actions than anything that is evaluated negatively. From the perspective of intercultural communication evaluative actions are of particular interest, because (1) evaluations are based on culture specific presuppositions; and (2) differing evaluations can be a reason for conflict or controversy. We expect that within a discursive intercultural, specific pragmatic mechanisms are created which make it easier to overcome differing evaluations and to establish new common ground. We therefore argue that the study of intercultural evaluative speech actions can contribute to our understanding of linguistic mechanisms suitable for bridging cultural and national differences.

**Key words:** intercultural communication, academic discourse, pragmatics, discursive intercultural

### **Tetyana Shlikhar**

**Taras Shevchenko National University of Kiev, Ukraine**

*tshlikha@binghamton.edu*

### **Specific Nature of Drama Translation**

Drama is a concise type of literature that describes the most significant period in characters’ life. It is a literary work written on paper and at the same time – designed for stage production. This poses a number of difficulties for the translator. While literary translation in general is, actually, a rendering of the source text into the language of translation, theater texts contain a series of extralinguistic factors that need to be interpreted on stage. Translation for the theater differs from translation of other text types in terms of its dual nature, performability and speakability factors, as well as the necessity to interpret actions and intensions rather than words, explicating hidden meanings and cultural issues to receive the immediate response of the audience. Not a single intonation, not a single exclamation or pause can be left out unnoticed in drama translation. Otherwise, it may happen that an aristocratic English lady in translation speaks like an uncouth village woman from a far-away Ukrainian province, as it happened with Mrs. Higgins in the production of B. Shaw’s “Pygmalion” on the stage of Ivan Franko National Academic Drama Theatre (Kiev, Ukraine).

Drama translation is often compared to the art of a stage director or actor, and this is a well grounded apprehension, for in all these cases a text is interpreted by other means – either verbal or non-verbal, and in case of translation – by means of a different language. A play often contains a number of implicit levels of meaning intended by the author that lie beyond the words in the original, and the translator gets the primary task to render them in translation and, resorting to various translation techniques, to do the adequate translation that would create the necessary pragmatic effect on the recipient.

Furthermore, drama usually contains a number of culturally specific elements that should be properly rendered in translation. Gaps in the knowledge of cultural or social aspects of the source language community may cause misunderstandings. The translator can generally apply the strategy of acculturation or naturalization (S. Aaltonen) in an attempt to smoothen cultural discrepancies that hinder text perception.

**Key words:** extralinguistic factors, performability, speakability, implicit levels of meaning, pragmatic effect, culturally specific references, acculturation, foreignization, domestication

## **Karin Sibul**

Tartu University, Estonia

*karinsibul@yahoo.co.uk*

### **Development of Conference Interpretation in the Baltic States: Estonia's Case Study**

This paper aims to provide an insight into the history of interpretation in Estonia. Neither the development of interpreting nor the explosive growth of international assignments after the restoration of independence in 1991 has been studied in Estonia. Using the methodological framework of ethnography in the overall qualitative observational research, the paper analyses two periods: 1918–1940 and 1944–1991. The first period is studied through an analysis of 14 editions of memoirs and diaries by Estonian diplomats covering 1918–1940, as well as the minutes from the peace negotiations with Russia in 1919 and 14 memoirs and diaries by former diplomats. The research question is to whether Estonia as a young state used interpreting to increase its symbolic capital as defined by Pierre Bourdieu. Could any of the obscurity surrounding the early interpreters be cleared? The analytical bibliography of Estonian journalism led to articles, which allowed analysing the use of interpreting in various public events and yielded a couple of interpreters by name. Significant data fragments were also collected from archives and museums.

The second period, 1944–1991, is studied through a corpus of 33 completed and transcribed interviews. Interviews were recorded as open interviews, following a general interview guide approach. The question addressed was to what extent interpreting was used in the changed post-war environment.

Research in the archives led to extraordinary discoveries: a newspaper article describing the first simultaneous interpreting equipment in the world to Estonian readers as early as in 1928 and a photo of a simultaneous interpreter and the listeners' unique headset from 1978. The interviews with interpreters have brought to light a number of interesting facts not widely known in Estonia (interpreting used at various party conventions, simultaneous interpretation of operas etc.).

The research material contained also several relevant references to interpreting from and into Latvian/Lithuanian, confirming, however, closer cross-border relationships with Latvia.

This research project helps to preserve the fast disappearing oral heritage of the unwritten history of interpreting in Estonia.

**Key words:** interpreting, symbolic capital, political and socio-cultural context, early equipment and an interpreter

## **Victoria Skryabina**

**Kyiv National Linguistic University, Ukraine**

*skryabina.ya@gmail.com*

### **Persuasive Strategies in Love Discourse: Cross Cultural Approach**

The research outlines theoretical and methodological basis for linguistic studies of persuasion. It has been viewed as a certain influence performed upon the addressee in order to persuade or induce them to act (or refrain from acting). Main types of persuasive strategies and tactics in love discourse have been singled out and classified in accordance with the cooperation modus. Persuasive speech acts are subject to sociolinguistic and cultural variations. As a result, pragmatic differences in the use of persuasive strategies can be observed across cultures. Certain cultures are considerably more prone to indirect means of persuasive speech acts. This might be the case with British speakers who, being representatives of cooperative culture (M. Мид, 1984), tend to use cooperative persuasive strategies and avoid losing their positive face. American speakers, however, are more straightforward and explicit in their persuasiveness. This paper may push the study on persuasion in the romantic interaction a step further, and may help to gain deeper insight into studies on persuasive language skills and tactics.

**Key words:** persuasion, persuasive strategies and tactics, love discourse, cooperative culture, competitive culture

## **Irina Sokolova**

**University of Latvia, Latvia**

*iramarose@yahoo.com*

### **Communicative Competence Development in Educational Setting**

The choice of the theme of this research has been determined by the fact that our dynamically changing reality demands deeper understanding of the complex nature of communicative competence, which is indispensable for successful communication in the modern world. Therefore the present study has been undertaken, with the view to examining the efficacy of communicative competence development methodology applied to the teaching/learning process at tertiary level. Thus, the methodological basis of the research is the integration of the theoretical concepts underlying the comprehension of the multi-level notion of competence and the methodology of communicative competence development in the educational setting of an academic group of students. The methods of the research comprise the overview of the theoretical sources related to the theme under discussion and a case study. Two groups of the third-year full-time undergraduates enrolled in the course of *Written and Spoken Communication V* participated in this project.

Teaching Legal English, which this course of Communication focuses on, sets the development of communication skills in the field of law as its primary concern. Hence communicative competence development is one of the most important tasks of the

course. The teaching/learning process included: theme development, searching for materials, designing tasks corresponding to the needs of the students, the students' performance (presentations, discussions, listening to dialogues, negotiation simulations, legal document creation in structured settings, etc.), evaluation, the students' and the teacher's reflection, the analysis of the interviews, as well as recommendations and commentaries which served as a methodological basis for transforming the teaching/learning process to meet the needs and expectations of the students and developing the students' communicative competence. The preliminary results of the study serve as the indicators of the strengths and weaknesses of the methodology of communicative competence development employed during the teaching/learning process. Furthermore, an attempt has been made to offer solutions to the methodological problems revealed during the research as well as propose recommendations for the educational setting arrangement aimed at increasing the efficacy of communicative competence development in the academic group of students.

**Key words:** communicative competence, sociolinguistic competence, interactional competence, discourse competence, student-centered methodology.

### **Margarita Spirida**

**University of Latvia, Latvia**

*ritaspirid@gmail.com*

### **Expressions of Appraisal in the Latvian Cultural Canon**

The present research discusses the linguistic mechanisms writers/speakers use to position themselves and their readers/listeners. Using analytical tools drawn primarily from the fields of Discourse Analysis and Systemic Functional Linguistics, this paper explores the image of Latvian identity as represented by the Latvian cultural canon.

The Ministry of Culture of Latvia introduced the idea of cultural canon at the end of 2007 and a committee of experts appointed in the fields of architecture and design, film, literature, folk traditions, visual art, music and performing arts selected 12 outstanding works in each respective field. One of the purposes of the canon was to present the quality elements of Latvian cultural heritage and to raise awareness of Latvian identity and cultural history. The official Canon of Latvian Art and Culture was published in 2009. By and large, 'canon' being a set of most important works becomes a benchmark for appraising good/bad or acceptable/unacceptable.

The purpose of this research is to demonstrate dialogic functionality of the Latvian cultural canon within the framework of Appraisal theory and to discuss how by being a communicative text the Latvian cultural canon enables its contributors to adopt certain value positions and align or dis-align with their intended audience. The research is devised to explore how texts that introduce the Latvian cultural canon negotiate relations of solidarity with their audiences and promote the image of Latvian identity. (Martin, 2003: 171) The theoretical framework for the research is established by the findings of such key scholars in the field as Martin (1997, 2001a, 2003, 2004), White (2001, 2005), Coffin (1997), Eggins and Slade (1997), and Rothery and Stenglin (2000).

**Key words:** discourse analysis, appraisal theory, value positions, dialogic functionality

### **Teaching ESP in the Blended Format: Using Non-Traditional Learning Environments**

Today, the wide use of information and communication technologies in education leads to the emergence of new learning environments and teaching formats including distance- and blended learning. These new non-traditional environments are aimed at encouraging students' motivation and supporting their intellectual and professional development. Learning environments based on ICT are more flexible compared to traditional learning environments; they are capable of integrating different scenarios of learning a language. The extent, to which universities implement ICT in language learning, may vary considerably. Every higher education institution decides on the instructional model to be used on the basis of a number of factors: social and academia context, financial support, attitudes towards e-learning, etc. In different subject areas, the proportion between traditional classroom instruction and e-learning may also vary from face-to-face to entirely online. Blended language learning in a non-linguistic institute, where the emphasis is put on special subjects is a solution that enables individualization of practice and contributes much to the enhancement of various linguistic skills. This paper advocates an approach to the design of an ESP course that integrates online and classroom-based activities. To provide blended language learning, adequate tools and platforms have to be selected. The purpose of the paper is to present a general framework for developing a blended ESP course in a non-linguistic institute. The paper also aims at examining the ways in which e-learning tools can be incorporated into an ESP course designed for increasing students' proficiency in professional business communication. In addition, the author discusses some principles that should be taken into consideration when developing a blended language course. The paper is based on the author's professional experience in the area of ESP teaching.

**Keywords:** English for Specific Purposes, blended language learning, learning techniques

### **Nadežda Šubņikova**

---

Latvian Maritime Academy, Latvia

*subikn@inbox.lv*

### **Authentic Materials as a Tool in Teaching Vocabulary to Marine Engineers at Tertiary Level**

Nowadays the number of internationally trading vessels with crews speaking different languages is increasing, therefore mistakes in cross-cultural communication and a poor command of English may cause misunderstandings leading to dangers to the vessel, the people on board and the environment. Since the seafarers must read technical manuals, documentation, different publications written in English and be able to

communicate with crew members and supervisors, application of authentic materials in the classroom can introduce the students to the terminology obligatory for successful on-board and on-shore communication and will help to acquire the level of English that will be expected from them in future. Consequently, the goal of the paper is to investigate the ways of mastering maritime terminology for the second-year students of the Marine Engineering Department by means of authentic materials.

The theoretical methods of the study include a critical review of literature regarding the use of authentic materials and the principles of teaching vocabulary in ESP classroom with the focus on the classification and selection of vocabulary. The empirical methods comprise a case study, which is aimed at exploring the development of the tertiary level students' lexical competence.

The theoretical framework of the study is based on the views of such scholars as Breen (1985), Bachman (1990), Oxford (2001), Douglas (2002), Cranton and Carusette (2004), Tatsuki (2006), Kreber et al. (2007) and others who interpret the notion of *authenticity* and *authentic materials* in ESP as complex or multidimensional notions identified in accordance with different types (*situational* and *interactional authenticity*; *input* and *task authenticity*) and degrees of authenticity (*genuine input authenticity*, *altered input authenticity*, *adapted input authenticity*, *simulated input authenticity*, *in authenticity*). The approach to teaching vocabulary during the pilot study is based on the following principles: *content choice and sequencing*, *format and presentation*, *creating motivation*, *monitoring* and *assessment* suggested by Wallace (1982), Thornbury (2002), and Brown (2007).

The data received from the feedback questionnaires, regular achievement tests, and classroom observation prove that authentic materials are a useful tool for facilitating learning of the necessary maritime terminology at the tertiary level.

**Key words:** authentic materials, maritime terminology, teaching vocabulary, ESP, tertiary level, case study

---

## Leszek Szymański

University of Zielona Góra, Poland

L.Szymanski@in.uz.zgora.pl

## Anglicisms in Selected Polish Speech Acts

The proposed article discusses research on the utilization of anglicisms in selected speech acts in the Polish language. This approach constitutes an element of a larger project, for the purpose of which, a corpus of Polish Internet chats was built. This implies that the study referred to in the text is empirically-driven and is carried out with the application of corpus linguistics methodology.

The paper begins with an overview of language contacts between Polish and English. This is followed by theoretical considerations of the notion of borrowing along with its types. Equipped with this knowledge, the reader becomes familiarized with the basics of corpus linguistics and research methods applied in the described investigation, i.e. frequency analyses and concordance studies. The next part of the presentation depicts the said corpus of Polish Internet chats, on which the cited research was done. The author focuses on the statistical information which constitutes a reference



point for a further dispute. This leads to empirical research of corpus material, which the author directs to the scrutiny of anglicisms occurring in selected speech acts in Polish, namely in: greetings, farewells, apologies and thanks.

Studying the empirical language material of the created corpus, the author investigates two major phenomena related to the employment of anglicisms by Polish chatters. First of all, the study focuses on word forms of the anglicisms. Analyzing them, the author attempts to depict word-formation processes accompanying the taking over of foreign words. These pertain especially to the employed spelling conventions, which is due to the written nature of the utilized medium. Secondly, the author centers his attention on the motivation for the use of anglicisms in the studied speech acts. Focusing on contextual occurrences of selected borrowings as well as the reactions of other interaction participants, the author attempts to unveil why chatters choose to apply a borrowing instead of a native expression. In addition to this, frequency analyses are carried out, in which the numbers of occurrences of words of foreign and native origin are contrasted. These are supposed to reveal the level of integration of the studied words of English origin with the subsystems (lexical, graphic or grammatical) of the Polish language.

**Key words:** speech act, anglicisms, language contact, chat

## Nelly Tincheva

Sofia University 'St. Kliment Ohridski', Bulgaria

*nelitinch@yahoo.com*

### *The Doctor X-Rayed My Head and Found Nothing.* The Linguistic Phenomenon of Malapropisms

Malapropisms (i.e. linguistic bloopers such as *The doctor x-rayed my head and found nothing* and *The death of Francis Shaw was a major turning point in his life*) are ever-present in students' papers, political disputes, sports commentaries, etc. They are also typical of inter-cultural communication, especially in public areas (e.g. public signs and hotel notices – *Persons are prohibited from picking flowers from any but their own graves* and *Просьба не беспокоить/ Please do not worry.*)

Despite the frequency of their occurrence, such discursive mishaps tend to be shrugged off by linguists as nothing more than 'funny mistakes'. But are malapropisms really nothing more than incorrect uses? Are they just slips of the tongue? If so, then, why are they found to be 'funny'? And, generally, how does one explain 'funny'?

The present paper aims to draw attention to and discuss the generally-disregarded-linguistic phenomenon of malapropisms. It addresses questions such as: Cannot malapropisms be used to provide significant insight as to the general textual practices and skills of those students, politicians, commentators, etc.? Shouldn't malapropisms be analyzed in order to also achieve understanding of the correct discursive practices in whose stead the bloopers appear? How can one work toward a better, bloopers-free 'online' communicative performance?

The paper offers two approaches to the analysis of malapropisms – a linguistic/pragmatic one and a cognitive one. The discussion starts from a proposed typology of

malapropisms. On the basis of the typology, data as to frequencies of occurrences is provided and tendencies are registered.

To explain why and how those tendencies exist, a mental-process-based approach is also suggested. The paper shows the practical application of that approach and proposes some techniques for avoiding malapropistic uses.

The results and conclusions draw on a corpus of 500 malapropisms in English and Bulgarian.

**Key words:** malapropisms, linguistic gaffes, typology, cognition

---

### **Aristi Trendel**

**University of Maine, France**

*aristi.trendel@sfr.fr*

### **The Metaphors She Lived by: Language in Djuna Barnes's *Nightwood***

Although Djuna Barnes is a major figure in late modernism, her works have remained controversial, they are read only by intellectuals and are hard to teach. One of the difficulties in her most important novel *Nightwood* is its extravagantly poetic language that "only sensibilities trained in poetry could wholly comprehend," according to T.S. Eliot who edited and made the text known. Eminently metaphoric, Barnes's language veers without warning from lowbrow to highbrow, embracing with the same eagerness cryptic Biblical references as well as coded slang used in the Parisian urinals in the 1930s. Both "obscene" and rarefied, it creates the specific idiom of the possessed, the damned and the outcast. Through its central metaphor of the night which spans the night of mankind faltering between two wars, the dark night of the soul going through the ordeal of love and lack, and last but not least, the night of the melancholic mind, Barnes creates a language that thrives on mourning and loss, one of the main themes in her complex novel.

This paper examines *Nightwood's* logorrhea and heteroglossia approaching the text as "a poetic narrative," Yves Tadié's concept of an autonomous literary genre that is impossible to classify.

**Key words:** *Nightwood*, language, heteroglossia, metaphor, sublime, unpresentability, unspeakability

---

### **Jeļena Tretjakova**

**Daugavpils University, Latvia**

*jelenatretjakova@inbox.lv*

### **Attributional Metaphor in Railway Terminology**

In the present report we try to investigate the phenomenon of metaphor in railway terminology through the manual inspection of the terminological dictionary of the particular field. Metaphoric representation of terminological units may be either argued or supported but it undoubtedly presents an interesting case for analysis. The

purpose of our research is to identify metaphorically oriented terms in a dictionary of railway terminology. The hypothesis set is that metaphor is an inherent part of specialized language, and of railway terminology, in particular. The purpose of metaphor in terminology may differ from its purpose in the common sense, i.e. bearing expressive value and enriching the language. We follow the assumptions made by cognitive linguists of pervasiveness of metaphor in our everyday life and its formation through the mappings projected from the source domain to the target domain. Using the theory we proceed to identifying terminological units presented metaphorically and distinguishing the aspects that provide the grounds for metaphorization. The research is theoretically based on the study of the phenomenon of metaphor introduced by D. Gentner and M. Jeziorski who have distinguished the type of attributional metaphor. Attributional metaphor focuses mainly on the features common for the objects from the source and target domains, which differentiates it from relational metaphor that is mainly projected on the grounds of relational similarities. It has been concluded through the research that the majority of identified metaphors in our target terminological field may be referred to as attributional metaphors where various visual or functional aspects may serve the reference point for metaphoric representation of terms.

**Key words:** attributional, comprehension, metaphor, terminology, visualization

## **Andrejs Veisbergs**

**University of Latvia, Latvia**  
*anveis@lanet.lv*

### **A Nation Born in Translation (Latvian Translation Scene)**

Latvian national identity (language-centered), literary polysystem and even written language itself are the result of translation. Translations have always constituted majority of literary and other texts. Translation played an exceptionally important role in the beginnings of written Latvian in the 16<sup>th</sup>-18<sup>th</sup> centuries. Translators were native German speakers. They formed, codified and modified written Latvian, listening to the oral speech of various vernaculars. Religious translations applied rigorous fidelity approach. Secular translations on the other hand were localizations of easy reading, sentimental German stories. Even in the second half of the 19<sup>th</sup> century many translations still carried new titles and were ascribed to translators, not authors. Parallel to the rise of native literature in the 19<sup>th</sup> century a gradual transition from adaptation /domestication to foreignization and fidelity as the main approach occurred.

When national language and writing stabilized, blending the written language and the spoken parlance, more ambitious translations of Western classics started, usually done by distinguished Latvian writers (German often being the intermediate language). Next to the traditional faithfulness, some translations were freely shortened and otherwise modified according to the French tradition. After acquiring independence at the beginning of the 20<sup>th</sup> century the volume of translation grew and included also literature from more exotic sources. Despite the huge rise of national literature translations nevertheless remained in the centre of Latvian literary polysystem.

The soviet period brought a re-orientation – most of the translations, including part of fiction, were done from Russian or via Russian. Translation scene was Moscow-controlled, most of translations consisted of soviet literature and classics conforming to norms and standards. Regaining of independence brought modern Western writing, but also an interest in the Eastern literature. An enormous growth in the translated information volume and a major shift from expressive (fiction) texts to appellative and informative texts occurred; within 5 years English became the dominant source language. Translation again (like in the early stage of Latvian) became the main vehicle of language development. It has been estimated that the proportion of translations in the total volume of texts the average Latvian citizen would encounter is about 70 per cent. In a somewhat paradoxical way translators have formed, altered and inspired a strong language bound national identity. Their voice, though not always obvious and recognized, has been central in the Latvian narrative polyphony.

**Key words:** Latvian, identity, translation, adaptation, German, Russian, English, polyphony, norms.

## Zigriņa Vinčela

University of Latvia, Latvia

*zigrida.vincela@lu.lv*

### Tagging Errors in Non-native English Language Student-Composed Texts of Different Registers

The research of register-based variation of linguistic features requires part-of-speech (POS) tagging of texts. The existing POS taggers have been predominantly trained on native speakers' composed texts in order to enhance the accuracy of taggers. The researchers (Hovermale and Martin, 2008, Lee, 2009) who have explored POS tagged ELL (English language learners) texts distinguish tagger and learner errors (classified in non-word and morphological). Depending on the type and frequency of these errors, automatic or semiautomatic annotation enhancement schemes (Rayson, 2011) and additional tagging might be applied to increase annotation accuracy. However, the frequency and types of CLAWS7 errors in ELL interactional and transactional texts of specific registers have not been sufficiently explored to suggest a particular annotation scheme. This study investigates CLAWS7 tagged texts composed by non-native English philology BA students (English Studies Department, University of Latvia). It aims at the analysis of tagger and student errors in order to reveal the texts requiring annotation enhancement solutions. The analysis material has been selected from the corpus of student-composed texts compiled for the investigation of linguistic feature variation in them. The texts are of six subgenres (220, 012 words): statements, letters, essays, virtual conference messages, chat messages and discussion messages. To make the analysis more feasible, text samples (27,500 words) from five subgenres (statements being the most carefully edited texts were excluded from the analysis) were randomly selected and the error counts were calculated on normalized texts, as the text length differs. For example, chat and discussion messages are considerably shorter than essays. The analysis of unedited samples of CLAWS7 (Rayson, 2009; UCREL

CLAWS 7) POS tagged texts show that the frequency and types of errors vary across the texts of all five subgenres. The texts edited by the students before submission (for example, essays and letters) contain comparatively few student and also tagger errors, and therefore would not require specific annotation enhancement procedures. Surprisingly, virtual conference messages also contain comparatively few errors irrespective of the dynamic flow of their exchange. The errors, student and tagger, are more noticeable in chat and asynchronous discussion messages that could be eliminated by the application of a relevant annotation enhancement scheme.

**Key words:** corpus, annotation, accuracy, tagging error

## **Robert Wilkinson**

**Maastricht University, Netherlands**

*b.wilkinson@languages.unimaas.nl*

### **Institutional Language Policy and Practice: Issues of Identity and Inclusion**

This contribution considers how an institution sets the parameters for educational instruction through an additional language (most usually English), and how different faculties apply them. I take account of the cases of universities both in L1 contexts, where the domestic language dominates, and in existing bilingual contexts where English may become an additional (and competing) language of instruction. Examples, however, will be taken largely from my own institution, Maastricht University, where faculties have been permitted relatively autonomous development of educational programmes, including the choice of the language of instruction. The university has applied a fairly lax policy on the language of instruction, thus allowing faculties relatively free rein in which to develop new academic identities. This is now changing, and policy might become less lax in the future. The existing policy has also generated some concern about language use leading to exclusion practices towards some students in social contexts. Examples are presented of programmes in the School of Business and Economics, generally seen as a first mover in this respect, as well as comparison with arts and the sciences.

**Key words:** language policy, language of instruction, EMI (English-medium instruction), inclusion, exclusion

# PRESENTATIONS IN FRENCH COMMUNICATIONS EN FRANÇAIS

**Gerardo Acerenza**

Università degli Studi di Trento, Italie

*gerardo.acerenza@unitn.it*

## Altérité et traduction : l'exemple du roman québécois

Le roman québécois a toujours été caractérisé par des phénomènes d'hétérogénéité et d'hybridation langagières dues à l'évolution en vase clos du français et à la cohabitation de cette langue avec l'anglais sur le même territoire. La présence de l'anglais dans les romans québécois, la langue de l'Autre, se réalise selon plusieurs procédés qui vont du simple emprunt d'un mot, en passant par le calque lexical et/ou phrastique, ou par les interventions des personnages qui s'expriment directement dans la langue de Shakespeare. Or, la présence d'une expression ou d'un mot anglais dans un roman québécois a une portée particulière, car les représentations linguistiques de l'Autre dans la littérature québécoise sont presque toujours idéologisées.

L'exemple de l'écrivain québécois Jacques Ferron est frappant. Dans la narration et dans les dialogues entre personnages de ses romans apparaissent souvent des mots que lui-même a définis comme 'enquébécoisés', c'est-à-dire des expressions ou des mots anglais présentant une orthographe française tels que 'caller une guerle' (*Le Salut de l'Irlande*, 1970). Comme l'a bien souligné Richard Patry, il faut voir dans cette stratégie ferronienne une double volonté d'appropriation et en même temps de mise à distance de la langue de l'Autre et donc de l'Autre. Si le lecteur québécois est un spectateur complice de ces phénomènes littéraires d'hétérogénéité et d'hybridation langagières, on ne peut pas dire la même chose du lecteur italien, d'où l'intérêt de se poser quelques questions liées à la traduction interlinguistique des romans québécois.

Dans notre communication, nous nous proposons de décrire les stratégies mises en œuvre par les traducteurs italiens des romans québécois pour rendre dans la langue de Dante ces phénomènes d'hétérogénéité et d'hybridation langagières. S'agit-il de stratégies réussies pour bien rendre la complexité linguistique des romans québécois? À ce propos, nous analyserons les traductions italiennes de Maria Chapdelaine de Louis Hémon, de Volkswagen blues de Jacques Poulin, de L'avalée des avalées de Réjean Ducharme et entre autres de la pièce de théâtre Les Belles-sœurs de Michel Tremblay.

**Mots-clés :** altérité, traduction, québécois, idéologie, littérature

**Maria Antoniou**

Université Nationale et Kapdistrienne d'Athènes, Grèce

*manto@frl.uoa.gr*

### **Traduire la Politesse: le cas du couple Grec moderne et Français**

L'objectif de la présente communication est de faire une étude contrastive de la politesse en grec moderne et en français. Il s'agit de découvrir les possibilités de traduction de certaines expressions de politesse du grec moderne en français et, par conséquent, les convergences et les divergences dans leur emploi, afin d'en dégager les opérations sous-jacentes. Nous tenterons de discerner les conditions qui orientent la traduction de ces expressions du grec moderne vers certaines expressions du français en excluant certaines autres. Le cadre théorique est celui de la théorie de Brown et Levinson, ce qui signifie qu'on aura recours aux notions de 'positive and negative politeness', chacune desquelles est issue de différents degrés de solidarité et d'intimité entre les interlocuteurs. On examinera des exemples tirés de plusieurs niveaux d'analyse linguistique (morphologie, syntaxe, pragmatique).

**Mots clés:** politesse, traduction, linguistique contrastive, français-grec

**Anne-Sophie Calinon**

Université de Franche-Comté, France

**Virginie Lethier**

Université de Franche-Comté, France

*virginie.letthier@yahoo.fr*

### **Gestion et négociation de l'altérité: analyse des rapports de place entre étudiants internationaux et enseignants dans le genre du courriel**

Prenant pour objet la relation interpersonnelle qui se construit entre l'enseignant et l'étudiant international en situation de mobilité internationale académique, cette communication se propose d'éclairer la gestion et la négociation de l'altérité entre ces acteurs par la notion de *rapports de places* (Flahaut, 1978; Vion, 1992 ; 2000). Cette notion, sous-tendue par une conception dynamique de l'acte de communication envisagé comme co-construction, présente l'intérêt de permettre une étude articulée de l'identité du locuteur sous les angles situationnels et discursifs, et de son corollaire : la place que le locuteur attribue à son interlocuteur.

Ce sont ainsi ces rapports de place, nécessairement dépendants du contexte socioculturel mais également du genre discursif dans lequel s'inscrit l'échange, que nous proposons d'étudier. En l'occurrence, le genre discursif choisi sera celui du courriel : ce genre, à l'ère du numérique, représente un temps clé de l'interrelation de l'étudiant international et de l'enseignant. Ce genre présente de surcroît la particularité d'être perçu comme un genre interactif, dans lequel l'espace d'expression serait particulièrement souple et libre, moins formalisé que dans une relation épistolaire 'classique', et dont on peut de fait attendre une gestion originale de l'altérité (de part

le statut, la culture de communication, le niveau de connaissances et la fonction dévolue dans le processus de transmission du savoir) entre l'étudiant international et l'enseignant.

A partir d'exemples représentatifs extraits d'un volumineux corpus de courriels, il s'agira donc d'analyser les '*insignes de place*' (Flahault, 1978), par lesquels les étudiants internationaux en mobilité académique et les enseignants, modifient, infléchissent ou renforcent, de façon plus ou moins délibérée, ces rapports de places, *par* et *dans* le processus de communication.

**Mots-clés** : altérité, communication, enseignement, contexte socioculturel, courriel

## Pascale Delormas

Université de Paris-Est, France

*pascale.delormas@orange.fr*

### Citation et positionnement, une approche discursive

Ma proposition de communication s'inscrit dans plusieurs des axes proposés par le colloque: altérité dans le discursif, altérité et énonciation, altérité et écriture, altérité et traduction.

Mon approche est celle de l'analyse du discours. J'observe les phénomènes de prise en charge du discours cité par le discours citant et les effets de la citation comme acte de langage. La citation, c'est-à-dire le discours d'autrui, participe à configurer un éthos discursif et son usage peut être interprété comme modalité de positionnement dans une communauté. À travers des exemples empruntés à trois types de discours différents, le discours de l'École, le discours de la presse féminine et le discours philosophique, on montre que le recours à la parole de l'autre obéit à des objectifs très divers à travers la révérence, la captation ou la démonstration.

Le manuel scolaire, destiné à l'acculturation des élèves, donne à lire un discours de vulgarisation des savoirs fondé sur le principe du montage citationnel. L'anthologie littéraire, par exemple, doit articuler des discours disparates: extraits d'œuvres littéraires, commentaires qui ont prévalu dans l'histoire critique, appareil didactique qui donne son sens à l'ouvrage scolaire. Il s'agit de faire valoir la qualité d'auteurs recrutés dans un but de transmission patrimoniale.

Dans le discours philosophique, la citation est une manifestation de la volonté de l'auteur de s'inscrire dans l'Histoire par le commentaire de la doctrine des grands penseurs qui l'ont précédé. Cependant loin de s'inféoder aux énoncés d'autrui, la citation donne lieu à l'expression d'une pensée propre. On observe que dans *Eperons* Derrida cite et traduit abondamment Nietzsche mais la référence pléthorique à la philosophie allemande évolue par un retournement maniériste vers un texte propre.

Dans le but militant d'amener son lectorat à une prise de conscience, la presse féminine recourt massivement aux propos rapportés de 'l'autre' masculin. La revendication d'une image et/ou d'un statut que refuse la collectivité suppose que soient convoqués des stéréotypes genrés pour en faire apparaître l'absurdité et l'injustice qui les caractérisent. Les revues *Rose* et *Causerie* sont des illustrations d'ethè 'féminins' auxquels le discours masculin donne forme.



Dans tous les cas la citation fournit sa substance au discours citant et étaye sa légitimité: dans l'anthologie scolaire, les extraits de texte donnent naissance à un panorama non hiérarchisé, censé s'imposer par sa qualité esthétique; dans le discours philosophique, il s'agit de négocier la distance 'suffisamment bonne' pour trouver sa place; l'énonciateur premier est le semblable, le frère; la presse féministe pose la question de la différence des sexes et le partenaire qu'elle met en scène est un adversaire ancestral.

**Mots-clés :** altérité, énonciation, écriture, traduction

## **Jonathan Durandin**

**Académie de la Culture de Lettonie, Lettonie**

*jonathan.durandin@bluemail.ch*

### **Didactique du FLE à l'université en Lettonie: pourquoi et comment un nouveau paradigme philologique s'est développé dans les années 2000**

En cinquante ans, dans les pays occidentaux, le discours dominant en didactique des langues et cultures étrangères a évolué vers la prise en compte et le développement des compétences de communication, du plurilinguisme et de l'autonomisation de l'apprenant-locuteur dans et hors la classe. Face à cette évolution encouragée par les institutions européennes, notamment le Conseil de l'Europe, comment les enseignants de français langue étrangère (FLE) en Europe ont-ils réagi et quel type de didactique mettent-ils en œuvre ? Notre présentation a pour but d'apporter des éléments de réponse et de réflexion sur ce sujet en considérant plus particulièrement le domaine de la didactique du FLE dans l'enseignement supérieur en Lettonie, à Riga.

Pour développer notre présentation, nous nous appuyons sur les résultats de recherches, basées sur une démarche d'ordre compréhensif et qualitatif, et menées à partir d'entretiens semi-directifs effectués en 2007 auprès d'une dizaine d'enseignants de FLE du niveau supérieur dans la capitale lettone. Grâce à un travail d'analyse de discours, nous avons identifié les représentations de ces enseignants sur la didactique des langues étrangères et sur leurs pratiques professionnelles. Nous avons ainsi pu mettre en évidence l'apparition dans le domaine de la didactique du FLE en Lettonie d'un nouveau paradigme philologique, une 'philologie modernisée'.

Au cours de notre intervention, nous exposerons tout d'abord notre démarche de recherche et d'analyse, basée notamment sur le modèle SPEAKING de D.H. Hymes. Nous présenterons ensuite les principales caractéristiques de la nouvelle philologie que nous avons identifiée, en précisant, entre autres, les éléments qu'elle emprunte à la méthodologie communicative. Nous tenterons également d'expliquer comment et pourquoi cette 'philologie modernisée' s'est développée dans le milieu universitaire de la didactique du FLE en Lettonie. Enfin, nous formulerons des hypothèses sur le développement de ce nouveau paradigme philologique au cours des années à venir dans ce pays.

**Mots-clés:** didactique du FLE, Lettonie, enseignement supérieur, philologie modernisée, représentations sociales des enseignants

## **La notion de complémentarité dans l'apprentissage parallèle du français et de l'italien**

Le concept de l'intercompréhension entre les langues romanes se base sur la complémentarité interlinguistique. Les notions de stratégie et de compétence ont été revalorisées par des approches plurielles. Les notions auparavant « étanches » où les compétences étaient juxtaposées, deviennent plus ouvertes et communicantes selon les ressources langagières disponibles.

La présente contribution a pour but d'étudier l'hypothèse de la complémentarité du français et de l'italien au niveau didactique. La proximité formelle entre deux langues de la même famille se présente utile pour l'apprentissage. Pour formuler cette hypothèse on est parti des observations suivantes: ayant un matériel historiquement identique au départ avec le français, l'italien est parvenu à une orthographe plus satisfaisante, qui se caractérise par la transparence du rapport de la graphie et de la prononciation, l'absence des consonnes muettes finales. Or, la particularité de l'écriture du français est caractérisée par les aspects suivants: le caractère étymologique de l'orthographe française, l'opacité des liens entre la graphie et la prononciation, l'importance de l'image visuelle et de l'aspect iconographique du mot français. Dans la présente contribution on essaiera de répondre aux questions suivantes: les phénomènes décrits peuvent-ils avoir une valeur compensatoire dans l'apprentissage du français langue étrangère? L'italien pourrait-il fournir de l'information sur l'orthographe opaque des mots français? La langue italienne comme langue d'appui, pourrait-elle faciliter l'apprentissage de l'orthographe en FLE, en permettant de reconnaître les lettres muettes, de déjouer les pièges homonymiques? Le but de la présente contribution est de détecter les stratégies compensatoires reposant sur le rapprochement de deux langues, de présenter les outils d'apprentissage, en valorisant les compétences métalinguistiques dans le contexte plurilingue. Ces stratégies pourraient être exploitables dans l'enseignement/ apprentissage du français et de l'italien comme langues étrangères, dans le contexte plurilingue. Les travaux pratiques menés auprès du public cible plurilingue dont la langue maternelle n'appartient pas à la famille romane sont à la base de notre recherche.

**Mots-clés:** langues romanes, plurilinguisme, approches plurielles, stratégies compensatoires

## **Quand *même* et *autre* sont parasynonymes**

D'un point de vue purement lexicologique, *même* et *autre* sont considérés comme antonymes. Toutefois, en discours et notamment dans le cadre du discours argumentatif, la dichotomie *même/autre* n'est pas si tranchée. Perelman a été conduit à fonder la *Nouvelle Rhétorique* à travers la problématique du même et de l'autre. En effet, la règle de justice qui fonde sa réflexion rhétorique est la règle selon laquelle « les êtres d'une même catégorie essentielle doivent être jugés de la même façon ». Se pose alors la question de savoir quels éléments nous permettent de considérer des objets comme mêmes ou comme différents. Il y aurait donc, non pas une relation d'opposition entre *même* et *différent*, mais un continuum entre l'un et l'autre, sans que des frontières ne soient clairement établies, et qui permettrait à l'orateur de faire basculer l'objet discuté d'un côté ou de l'autre. Paradoxalement, dans une argumentation, contester le même ou le différent revient à admettre implicitement qu'un tel point de vue puisse exister et qu'il est assez puissant pour que l'on ait à le contester car on n'argumente pas contre l'évidence.

Dès lors, dans le cadre d'une argumentation, dire que *x est différent de y* c'est postuler ou admettre qu'il existe un certain point de vue selon lequel *x et y sont identiques, ou ressemblant, ou dans une relation de même relative*. Cette réflexion peut nous conduire au cas d'une relation d'antonymie affaiblie entre *même* et *autre*, ou tout du moins, dans une relation de contiguïté. A cet égard, la relation analogique est exemplaire de ce phénomène puisque – si l'on admet qu'*analogue* et *même* entretiennent une relation parasynonymique-, si l'on se réfère à la définition de l'analogie telle que la conçoit Philippe Monneret, pour être analogue, il faut être différent. En d'autres termes pour être *même* il faut être *autre*.

Notre intérêt ici sera de montrer que, si *même* et *autre* entretiennent une relation d'antonymie en lexicologie, en discours, dans une situation d'interlocution et notamment dans le cadre du discours argumentatif, cette relation peut évoluer jusqu'à devenir parasynonymique puisqu'être *autre*, c'est aussi être *même*, et être *même*, c'est être *autre* d'un certain point de vue.

**Mots-clés** : même, autre, argumentation, antonymie, analogie

## **Elizaveta Khachatryan**

Université d'Oslo, Norvège

*elizaveta.khachatryan@ilos.uio.no*

## **Le monde vu à travers trois langues**

Dans la présente étude, nous voudrions explorer la problématique de l'altérité dans le contexte de l'acquisition simultanée des langues chez des enfants. Qu'est-ce que le statut de l'Autre, dans ce cas ? Comment se forment les systèmes différents ? Quel est le rôle de l'interlocuteur ?

Pour donner des réponses à ces questions nous analyserons les enregistrements d'une fille trilingue (dans la période de 3.00 à 5.00 ans) exposée à deux langues en famille dès la naissance (italien – russe, stratégie 'one-parent-one language') et à la 3<sup>ème</sup> langue à la crèche dès 0.11.

L'objet de l'analyse sont les reproductions narratives suivantes :

- ✓ les résumés des contes et des histoires qui ont été lus en trois langues différentes (p.ex. Le Petit Chaperon Rouge, Mowgli),
- ✓ les récits qui décrivent les histoires présentées en images (p.ex. Frog stories),
- ✓ les histoires inventées par l'enfant, ainsi que les réflexions (spontanées) de l'enfant sur sa propre identité et sur le problème des langues.

L'analyse sera effectuée sur trois niveaux :

- ✓ analyse lexicale : problème d'emprunts, le recours aux mots de l'autre langue dans le cas du manque et de l'insuffisance des mots ;
- ✓ analyse discursive : la narration est structurée différemment selon l'interlocuteur et la langue employée ;
- ✓ analyse thématique : le problème de l'Altérité vu par l'enfant même.

**Mots-clés** : altérité, plurilinguisme, acquisition, lexique, discours

## Alain Kihm

CNRS – Université Paris-Diderot, France

[alain.kihm@linguist.jussieu.fr](mailto:alain.kihm@linguist.jussieu.fr)

## Le Mème, l'Autre et le Sauvage

C'est une pièce qui se rejoue à des époques et avec des protagonistes différents. L'une de ses réalisations parmi les plus exemplaires et les moins connues se situe à la Renaissance. Elle met en scène des Africains et des Portugais. A partir du milieu du XVI<sup>e</sup> siècle, ceux-ci commencent à descendre la côte d'Afrique de l'Ouest et parviennent bientôt au Sénégal, puis au Congo. Les récits des navigateurs (mémoires de Ca' da Mosto) et les chroniques (Zurara) montrent qu'ils y rencontrent d'abord le Mème: des rois, des guerriers, des sujets. La couleur de peau est à peine remarquée. Ils achètent des esclaves en grand nombre, hommes et femmes, qu'ils ramènent au Portugal (environ 150 000 entre 1441 et 1550). Débarqués à Lisbonne, ces esclaves deviennent des 'Sauvages', noirs et incompréhensibles. Mais pas pour longtemps: bientôt employés à toutes sortes de travaux – voirie, défrichage, vente ambulante, tâches domestiques, etc. – ils apprennent bien vite, sur le tas, assez de portugais pour s'entendre avec leurs patrons et entre eux. Ainsi naît la *língua de preto* 'langue de nègre' (aussi nommée *falar Guiné* 'parler Guinée'), *variété basique* de portugais, qui va être pour plus de deux siècles le marqueur (au sens labovien) et le stigmate sociolinguistique des Africains du Portugal, esclaves ou affranchis (l'esclavage n'est aboli qu'en 1876), devenus Autres – pas comme nous, mais parmi nous, tout près de nous – jusqu'à ce que leur totale absorption biologique et culturelle, pas avant la fin du XIX<sup>e</sup> siècle, leur redonne définitivement l'invisibilité du Mème.

La situation des esclaves africains dans le Portugal des XV<sup>e</sup>-XVI<sup>e</sup> siècles et la *língua de preto* elle-même nous sont connues grâce au théâtre du temps, en particulier les

comédies de Gil Vicente (1465? – 1536?) et d'Antonio Ribeiro dit 'Chiado' (1520? – 1591), dont plusieurs comptent des Africains parmi leurs personnages. Dans cette communication, on analysera en détail deux scènes extraites de deux pièces de ces auteurs d'où la dialectique du Même, de l'Autre et du Sauvage ressort très clairement.

**Mots-clés:** le Même, l'Autre, *lingua de preto*, théâtre

## Svetlana Marukhina

Université Pédagogique d'Etat Ouchinski, Russie

*sveta.marukhina@gmail.com*

### Le multilinguisme et l'enseignement supérieur: le statut du français dans le cursus russe (généralités)

On s'est déjà habitué au fait de vivre à l'époque de mondialisation. Les notions du dialogue interculturel, de l'intégration socio-culturelle et du multilinguisme sont entrées dans la liguisitique et la didactique de langue (Khotinskaya, 1992 ; Zograf, 1990).

Le terme du multilinguisme est très courant dans le discours pédagogique ainsi que dans les textes des documents officiels internationaux. Pour en citer quelques-uns, on peut nommer *Stratégie européenne en faveur du multilinguisme* (2008) issue par la Commission Européenne où l'on a souligné les priorités de la politique linguistique : *protéger la diversité linguistique et encourager la connaissance des langues*. De récentes recherches (*Davignon-Report*, 2011) ont démontré l'importance d'être multilingue ce qui contribue à une meilleure intégration socio-culturelle et renforce la compétitivité. Unanime avec les études européennes, l'UNESCO a proclamé que le 21<sup>e</sup> siècle est le siècle des polyglottes.

La situation actuelle en Russie est telle que l'anglais prédomine à tous les niveaux de l'éducation. C'est à peine que l'on trouve le français et l'allemand dans les cursus des écoles. Et même s'ils figurent sur la liste, la répartition des cours rend leur bon apprentissage presque impossible. D'ici découlent plusieurs défis : la pénurie d'étudiants en filière FLE (les universités principales telles que l'Université d'état de Moscou, l'Université d'état de St Petersburg y font évidemment exception) dans un grand nombre d'établissements d'études supérieures (Université d'état pédagogique de Yaroslavl, Université d'état de Kostroma); la réduction dramatique de quantité de cours de la langue et civilisation française dans les cursus.

Cet état des choses ne correspond pas aux tendances d'aujourd'hui: l'orientation mondiale vers le multilinguisme; la participation de la Russie aux programmes internationaux (le procès de Bologne, l'échange Erasmus Mundus, etc). Par ailleurs, les relations franco-russes ont une riche histoire qu'il faut développer en se basant sur la politique linguistique d'état.

Le statut de lingua franca obtenu par l'anglais dans le système éducatif en Russie dévoile une stratégie imprévoyante du gouvernement. A présent il existe un urgent besoin d'étudier d'autres langues que l'anglais.

**Mots-clés :** multilinguisme, diversité linguistique, didactique de langue, système éducatif russe

## **Sourds et entendants : quand les espaces socio- didactiques redessinent les figures de l'altérité**

Les recherches que nous menons depuis une vingtaine d'années sont toutes ancrées dans le champ de la surdité, appréhendée, toujours qualitativement, sous divers angles, en croisant les regards sourds et entendants.

Une première série de recherches sociolinguistiques nous ont montré, d'une part, que la surdité engendrait, en France du moins, des représentations sociales dichotomiques se déclinant sur l'axe attirance/répulsion et, d'autre part, que l'espace social projetait la figure de deux sourds idéalisés antagonistes : le « sourd oral » et le « sourd gestuel ». Une autre série de recherches, plus récentes, nous ont amenées à mettre au jour que la perception de la figure de l'entendant n'est pas moins figée pour le sourd. Pourtant, ces représentations désincarnées de Sourd et d'Entendant, si elles restent ancrées de façon archétypale dans l'imaginaire collectif, n'ont que peu de réalité, comme nos dernières recherches, ouvrant sur l'étude de la diversité des pratiques langagières, ont pu le mettre en évidence: au-delà des discours, dans l'espace didactique, la coopération entre les groupes et les langues fonctionne.

La communication s'appuiera sur nos recherches en terrain scolaire et sur notre expérience de formation et de mise en place d'ingénierie pédagogique auprès de publics sourds adultes. Dans un premier temps nous montrerons comment la surdité, jetant un regard ambivalent sur le Même et l'Autre, se décline comme une forme très spécifique de l'altérité – imposée et irréductible, puisque 90 % des enfants sourds naissent de parents entendants – que l'on tente de réduire ou, au contraire, de magnifier. Nous verrons ensuite pourquoi et comment, au cœur de cette ambivalence, la figure de l'interprète cristallise, paradoxalement, des formes de frontières de l'entre deux mondes, et quelques crispations sur l'entre-soi, les discours oscillant entre revendications identitaires, marqueurs de l'altérité et appartenances linguistiques.

Enfin, nous montrerons comment, tant sur le terrain de l'enseignement scolaire aux enfants sourds que dans celui de la formation d'adultes sourds, la coopération nécessaire dilue les clivages pour créer des espaces didactiques bilingues et biculturels.

**Mots-clés:** altérité, socio-didactique, sociolinguistique, communication

## **L'influence culturelle sur la traduction de la poésie populaire : traduire une langue ou un dialecte?**

La traduction occupe une place de choix dans la pensée et la culture arabe. Cela se vérifie à travers les politiques menées dans ce domaine pendant des siècles. Cette activité a permis de mieux faciliter les contacts et la communication entre les peuples et les états grâce aux efforts et le rôle joué par les traducteurs dans le transfert des connaissances d'une culture à une autre. Le domaine arabe constitue un terrain vaste pour les études linguistiques mais la sociolinguistique arabe occupe une place encore marginale, comparée aux études menées sur le français et l'anglais d'un côté et à la linguistique arabe de l'autre. La sociolinguistique arabe regroupe deux grands domaines: 1. L'étude de la langue arabe classique et les études dialectales (dialectologie arabe). Ces derniers étaient l'objet de multiples débats. En Algérie, la richesse de la situation linguistique qui se caractérise par la coexistence de plusieurs langues (l'arabe classique moderne ou standard (FUSHA), l'arabe algérien (DARIJA), le tamazight et le français) a donné naissance à une littérature riche et savoureuse bercée entre la prose d'un côté et la poésie de l'autre. 2. A la lumière de cette observation, il devient difficile de savoir où s'arrête et où commence le rôle du traducteur dans cette culture de masse. En effet la question de la traduction de dialecte était toujours problématique notamment dans ce domaine culturel populaire ou bien folklorique que possède le grand Maghreb qui est à la fois mixte et complexe. On peut estimer que grâce à l'activité de plusieurs traducteurs étrangers (les orientalistes) et même arabes ce trésor menacé fut sauvé de l'oublie et de la disparition. Pourrons-nous la considérer comme une transcription ou bien une traduction des voix des nôtres ? Comment le processus culturel, linguistique et sociolinguistique peut-il influencer la traduction ?

**Mots-clés:** traduction, culture, linguistique, sociolinguistique, dialecte

### **Pascal Ottavi**

**Università di Corsica Pasquale Paoli, France**

*ottavi@univ-corse.fr*

## **Corse : gestion de soi, gestion de l'Autre, gestion de l'Autre en soi**

En Corse, la question identitaire se trouve posée depuis plus d'un siècle. Entrée tardivement dans la modernité, sa population s'est revendiquée de façon parfois ambiguë en tant que « minorité historique » et l'on sait combien cette expression pose problème en France. L'intensité de la confrontation avec l'Etat a conduit celui-ci à concéder des avancées institutionnelles non négligeables, en particulier dans le domaine linguistique. L'Assemblée territoriale actuelle se prépare à tenir un débat relatif à la coofficialité des langues française et corse, thème et projet largement inspirés des

modèles ibériques basque et catalan. Ses élus envisagent ainsi de demander une modification de la Constitution, fait sans précédent, en France, en la matière.

Aujourd'hui, plus de 25% des élèves fréquentent les écoles primaires bilingues tandis que le corse est enseigné de façon massifiée comme langue vivante de la maternelle à l'université. Se posent ainsi, *de facto*, un certain nombre de problèmes relatifs à la montée en charge du dispositif mais aussi, par voie de conséquence, quant au choix stratégique d'une éducation biplurilingue dépassant la simple assiette originelle d'un bilinguisme identitaire, scolaire et sociétal, pris en charge dans le cadre d'une politique linguistique. En effet, la Corse est terre d'immigration, accueillant ainsi de fortes communautés maghrébine et portugaise mais aussi, de façon plus récente et plus diffuse, des travailleurs issus des pays de l'Est.

Je souhaite donc m'interroger sur la façon dont la communauté d'origine de l'île prend en compte la complexité de la situation qu'elle vit et dont elle souhaite l'évolution. La question de la langue constitue, en soi, le lieu d'une première investigation car le choix a été fait, voici trente ans, d'une plurinorme, ce qui marque une position à contrecourant des modes habituels de penser, de défendre et d'illustrer une langue. Celle de l'identité viendra compléter la réflexion engagée : la demande de reconnaissance de soi ne conduit-elle pas inévitablement à celle de l'Autre et, dans ce cas, comment définir des modalités opératoires d'une gestion de la pluralité linguistique et culturelle dans le cadre d'un projet sociétal démocratique?

**Mots-clés:** altérité, sociolinguistique, bilinguisme, plurinorme, identité

## **Olga Ozolina**

**Université de Lettonie, Lettonie**

*olga.ozolina@lu.lv*

### **Altérité comme composante de l'émotion dans l'interaction verbale et non verbale**

Notre intervention essaiera de rendre copte d'une des notions les plus stimulantes et complexes dans la didactique des langues : l'émotion qui a une extrême importance dans la médiation culturelle et, par conséquent, joue un rôle important pour l'enseignement /apprentissage communicatif des langues. Dans la communication en classe les émotions ont des fonctions diverses : encouragement /découragement, excuse /accusation, approbation/désapprobation etc. et peuvent être exprimées de façon verbale et/ou non verbale. Elles varient au sein d'une même culture et d'une culture à l'autre. Elles répondent de manière naturelle à des besoins de communication de sociétés multilingues. De nos jours, à une époque où le multiculturel impose un autre modèle du « vivre ensemble » et grâce au travail de recherche des équipes de linguistes et de didacticiens, dont nous allons retracer l'histoire et présenter les principales réalisations, on a redécouvert les émotions et leurs opportunités en tant qu'alternative possible de communication entre des locuteurs appartenant à des espaces linguistiques et culturels différents. Cette diversité culturelle et linguistique constitue une ressource pour la construction des émotions dans l'enseignement en classe. Cependant, en dépit de son incontestable intérêt, les émotions restent une réalité didactique peu connue et



encore moins intégrée dans les pratiques de classe. Quelles en sont les raisons? Comment franchir les barrières ? Quelles entrées possibles dans le système institutionnel de l'enseignement des langues ? Voilà les questions auxquelles nous essayerons de répondre dans le cadre de notre intervention.

**Mots-clés:** émotion, alternative, altérité, communication interculturelle, enseignement des langues

## **Asma Skander**

Institut Supérieur des langues de Tunis, Tunisie

*sskander\_esma@yahoo.fr*

### **Les nouvelles tendances du langage de la presse écrite italienne**

Malgré le processus de la globalisation et la diffusion à grande échelle des moyens de communication de masse qui permettent aux individus du monde entier de communiquer même instantanément entre eux, la presse écrite représente jusqu'à aujourd'hui une importante source de diffusion des informations et un moyen efficace pour la formation de l'opinion publique. En Italie, les journaux traditionnels ont toujours joué un grand rôle dans la société en contribuant massivement à l'unification linguistique du pays et à réduire considérablement le taux d'analphabétisme. Depuis un peu plus d'un siècle, les journaux italiens tentent continuellement d'adapter le langage des articles publiés au contexte du pays et aux exigences de l'évolution sociale. Nombreuses ont été donc dans ce sens les mesures entreprises par les journalistes italo-phones qui tentent chaque jour de transmettre des informations claires, simples et précises à un lecteur toujours plus exigeant et moins disponible à lire des articles longs et compliqués. Dans ce même contexte, cette étude vise dans un premier moment à donner une brève aperçue de l'évolution du domaine journalistique italien du XX siècle, les diverses phases par lesquelles il est passé. En effet, depuis un peu plus de cent ans la presse italienne est concurrencée par d'autres moyens de communication de masse notamment la télévision et internet elle est donc passée par des moments de grande crise. Dans un deuxième moment en revanche, nous essayerons de retracer les nouvelles tendances linguistiques adoptées par les journalistes et grâce auxquelles la presse écrite traditionnelle à réussi à vivre dans une époque où la diffusion de l'information est instantanée. C'est pour cela que dans cette recherche nous retracerons aussi les choix lexicaux et syntaxiques adoptés par les rédacteurs italiens pour que la communication de la presse écrite traditionnelle soit toujours efficace, immédiate et d'actualité. L'exposition de ces nouvelles tendances linguistiques sera accompagnée d'exemples concrets sous forme d'articles choisis des plus prestigieux quotidiens italiens.

**Mots-clés:** presse écrite, évolution, tendances linguistiques et syntaxiques, stratégie de communication

## **Doina Spita**

Universités « Al. I. Cuza » de Iasi, Roumanie; Paris-Sorbonne, France

doinaspita@yahoo.com

### **L'intercompréhension face aux défis du plurilinguisme**

Notre intervention essaiera de rendre compte d'une des notions les plus stimulantes et complexes qui circulent actuellement dans une Didactique des Langues orientée vers le plurilinguisme: l'intercompréhension. Ses contours définitoires découvrent un méta-concept en évolution, s'inscrivant dans les champs de la linguistique, de la didactique et des politiques linguistiques.

En tant que pratique sociale, l'intercompréhension a répondu, de manière 'naturelle', à des besoins de communication de sociétés multilingues, besoins auxquels les individus ont su souvent répondre 'intuitivement', en mettant à profit leurs disponibilités cognitives plurilingues, dans un souci d'ouverture et de dialogue. De nos jours, à une époque où le multiculturel impose un autre modèle du 'vivre ensemble' et grâce au travail de recherche des équipes de linguistes et de didacticiens, dont nous allons retracer l'histoire et présenter les principales réalisations, on a redécouvert l'intercompréhension et ses opportunités en tant qu'alternative possible de communication entre des locuteurs appartenant à des espaces linguistiques et culturels différents. Cependant, en dépit de son incontestable intérêt, l'intercompréhension reste une réalité didactique peu connue et encore moins intégrée dans les pratiques de classe. Quelles en sont les raisons? Comment franchir les barrières? Quelles entrées possibles dans le système institutionnel de l'enseignement des langues? Voilà les questions auxquelles nous essaierons de répondre dans le cadre de notre intervention.

**Mots-clés:** intercompréhension, alternative, plurilinguisme, enseignement des langues, révolution.

## **Irina Tsybova**

MGIMO, Russie

ia.tsybova@gmail.com

### **Rôle des éléments gréco-latins dans l'enrichissement**

lexical des langues européennes

Selon le critère dérivationnel, le degré de leur isolement, de leur caractère central ou périphérique on trouve parmi les mots empruntés au latin les groupes suivants :

1. Les mots et les groupes de mots latins non-assimilés, isolés: *alias, honoris causa*
2. Les mots français, emprunts au latin assimilés se prononcent à la française ([ʁm]: *mémorandum*); ils ont la forme française du pluriel (des *ultimatums*), mais ils restent isolés n'ayant pas de rapports dérivationnels. On trouve les termes des groupes 1 et 2 dans d'autres langues européennes.
3. Les mots de ce groupe sont aussi assimilés mais ils ne sont pas isolés. Ils ont des rapports sémantiques et structurels avec d'autres mots empruntés au latin: *corriger/correction/correcteur*. On voit les mots de ce groupe dans d'autres langues, par

exemple, en espagnol, en italien, en portugais, en roumain et aussi en anglais, en allemand et en russe. Il n'existe pas de rapports dérivationnels à l'intérieur de ces groupes de mots, mais on peut tirer des dérivés à partir de quelques-uns de ces mots: *corrigible*. Néanmoins ces mots ne constituent pas de paradigmes ni chaînes dérivationnels.

4. Il existe encore des mots savants en français (cultismes en espagnol) qui diffèrent par leur structure des mots populaires. Toutefois il faut dire que dans le français d'aujourd'hui les mots savants s'emploient partout au même titre que les mots populaires, ils ne se distinguent donc plus fonctionnellement. Par contre, leur différence structurelle se maintient bien qu'on voie se développer une tendance à leur rapprochement. On observe des paradigmes sur base savante et populaire.
5. Un rôle particulier revient aux suffixes *-iste* (*-ist, -ista, -ucm*) et *-isme* (*-ism, -ismo, -ismus, -uzm*). D'après leur appartenance aux internationalismes on peut diviser les dérivés en *-iste* et, en partie, en *-isme* en deux groupes: a) les mots ayant des correspondances formelles et sémantiques dans d'autres langues: *capitaliste/capitalisme*; b) les mots en *-iste* désignant une personne par sa profession: *bagagiste*.
6. L'influence du latin classique et du grec ancien se manifeste aussi dans la composition savante. C'est un procédé autonome par rapport à la composition proprement dite.

**Mots-clés:** éléments gréco-latins, mots non-assimilés et isolés, emprunts au latin assimilés mais isolés, mots latins assimilés et non-isolés, mots savants, dérivés en *-iste* et *-isme*, composition savante

## Elodie Vargas

Université Stendhal Grenoble 3, France

[Elodie.Vargas@u-grenoble3.fr](mailto:Elodie.Vargas@u-grenoble3.fr)

### Le 'Dire autrement' et le 'Maintien du Même' ou comment la vulgarisation scientifique se fait le miroir de l'Autre

Comment dire le Même autrement? Comment transmettre un savoir et/ou un dit sans l'altérer? Cette contribution se propose de s'intéresser à la vulgarisation scientifique en mettant en lumière les difficultés que pose ce discours. C'est ainsi qu'elle s'intéressera à la présence de cet Autre – le scientifique – et à ses mots, en montrant comment le discours de vulgarisation s'applique à trouver un 'langage d'entente' entre spécialiste et profane. Entre le 'dire autrement' et l'autrement dit, le maintien du 'même' et l'introduction d'un 'autre', la reformulation intratextuelle (Vargas, 2005), en offrant à un dit premier un reflet de lui-même, se révèle un élément incontournable du discours de vulgarisation, s'apparentant à une traduction du discours de l'Autre, le spécialiste. En effet, en opérant une prédication d'identité sur un même référent, elle allie termes spécialisés et mots du code courant, et permet, ce faisant, de créer un pont rejoignant les deux rives d'une rivière apparemment infranchissable.

Effet miroir, reflet de l'autre, la relation liant le dit et le re-dit pose le problème de leur identité l'un par rapport à l'autre et du lien qui les unit. C'est ainsi que nous montrerons que les exemples d'identité sémantique sont rares, qu'altérité rime souvent

avec altération et que celle-ci marque le plus fréquemment la reformulation d'un terme scientifique ou technique.

Dans cette recherche de fidélité, apparaît également un autre Autre : le public cible pour lequel le vulgarisateur, le 'Troisième homme' se doit d'être aussi exact que possible. Dans cette entreprise dont la nature dialogique est exacerbée, nous analyserons les traces de ce destinataire, présent à son insu. En effet, en utilisant - dans un but de réception optimale - des marques de reformulation utilisées par le lecteur-profane lui-même dans d'autres discours, le vulgarisateur fait entendre la voix de celui-ci. Cette contribution s'appliquera donc à montrer que les marques de reformulation peuvent être polyorientées, étant alors autant d'indices polyphoniques de la présence d'Autres, différents.

Le corpus est franco-allemand et se compose de 24 ouvrages de vulgarisation destinés aux enfants, adolescents, adultes profanes et adultes plus initiés (avec des thèmes communs à ces quatre publics), de nombreuses émissions de vulgarisation et de sites internet.

**Mots-clés:** l'Autre, intertextualité, vulgarisation, identité, communication

## Elena Vladimirska

Université de Lettonie, Lettonie

elenavladimirska@gmail.com

### Marqueurs discursifs et altérité intersubjective dans la perspective de la théorie énonciative de l'intonation

L'objet de la présente étude est l'altérité intersubjective appréhendée à travers l'analyse sémantique et prosodique des marqueurs discursifs (MD), notamment à travers le phénomène du détachement intonatif. Bien que l'étude des constructions détachées se déroule actuellement sur différents axes (Flaux & Stosic, 2007), les procédés prosodiques qui constituent ce phénomène sont rarement envisagés dans leur rapport avec la sémantique et l'intersubjectivité.

A la suite de M. A. Morel, et L. Danon-Boileau (Morel & Danon-Boileau, 1998; Morel & Vladimirska, 2013 à paraître), nous soutenons que l'intonation a un rôle crucial non seulement dans la délimitation des unités de l'oral et leur hiérarchisation, mais aussi dans la construction de la coénonciation dans toute la complexité des enjeux intersubjectifs. Dans cette perspective, les marqueurs discursifs éveillent un intérêt particulier.

Les MD, notamment ceux qui ont une forme adverbiale comme *réellement*, *effectivement*, *vraiment*, *franchement*, *naturellement* etc. sont souvent considérés comme des mots 'commentaires' constituant un champ périphérique pour les études proprement linguistiques. La présente étude s'inscrit dans l'approche considérant, au contraire, que les MD forment 'une classe des mots d'un intérêt central pour aborder des questions fondamentales concernant les rapports du dire au monde, au vrai, au réel, à ce qui est dit ou déclaré exister *effectivement*, ou *réellement*, ou *vraiment*, donc pour travailler les notions de *réfèrent*, de *valeur référentielle*, d'*assertion*' (Franckel & Paillard, 2008: 257).

Voici une série de questions que nous voudrions éclairer. Y a-t-il un rapport entre la sémantique spécifique d'un MD et ses réalisations prosodiques dans la chaîne parlée? Quels indices prosodiques se mettent-ils en jeu pour donner à tel ou tel MD une

forme de saillance nécessaire afin qu'il soit perçu comme détaché (non intégré intonativement dans l'énoncé)? Comment la sémantique, la position dans l'énoncé et la prosodie du MD interagissent-elles dans la construction des différents degrés de l'altérité intersubjective?

Dans le cadre de la problématique ci-dessus nous proposons ici une analyse des MD *vraiment* et *franchement*, tous les deux étant extrêmement fréquents à l'oral et contenant une forte composante subjective.

**Mots-clés:** altérité, marqueurs discursifs, sémantique, intonation, intersubjectivité

**Linda Bišofa**

Universität Lettlands, Lettland

*libi@lu.lv*

## **Einige Überlegungen zu den Fremdsprachenlehrwerken, ihrer Geschichte und Auswahl im Fremdsprachenunterricht**

Der Vortrag ist dem Thema Methodik und Didaktik der universitären Ausbildung im Teilbereich Deutsch als Fremdsprache gewidmet. Der Akzent liegt auf den Lehrwerken im Fach Deutsch als Fremdsprache. Die Autorin geht auf die Geschichte der Fremdsprachenlehrwerke detaillierter ein sowie analysiert die aktuellsten Tendenzen.

Heutzutage, wenn im Fremdsprachenunterricht eine breite Auswahl von unterschiedlichen technologischen Hilfsmitteln zur Verfügung steht und es möglich ist, die Sprache nicht nur in akademischen Unterrichtsstunden an der Hochschule oder in den Sprachkursen zu lernen, hat das Fremdsprachenlehrwerk kaum an seiner Aktualität verloren. In der didaktischen Literatur sind oft zwei kontroverse Meinungen zu finden: einige Autoren vertreten die Ansicht, dass in unserem Zeitalter der technologischen Möglichkeiten und Reisen Fremdsprachenlehrwerke veraltet und nicht notwendig sind (z. B. Freudenstein, Bleyl, 1999) oder, dass an der Hochschule, wenn die Studierenden schon gute Fremdsprachenkenntnisse haben, keine Lehrbücher notwendig sind und man kann nur mit authentischen Materialien arbeiten; andere stellen die Hypothese auf, dass ein Fremdsprachenlehrwerk ein Ankermedium ist, das zum Zeitpunkt seiner Erscheinung schon veraltet, jedoch sehr wichtig für das systematisierte Sprachenlernen mit einer bestimmten Progression ist – man kann das Lehrwerk immer mit neuen Materialien z. B. aus dem Internet, aktualisieren (Tschirner, Funk, Koenig, 2000).

Wie erforderlich ein Lehrwerk im Fremdsprachenunterricht ist? Braucht man überhaupt ein systematisches Lehrwerk in der Hochschule oder kann man mit verschiedenen authentischen Materialien den Unterricht effizient organisieren? Wie kann man mit Hilfe von unterschiedlichen Lehrwerken die Fähigkeit der Studierenden fördern, autonom zu lernen und lernen zu lernen? Unter autonomem Lernen versteht die Autorin verantwortliches und selbstständiges Lernen, wobei der Lernende selbst seinen Lernprozess organisieren und strukturieren, seinen Lernprogress selbst bewerten kann; er verfügt über verschiedene Lernstrategien und Lerntechniken. Diese und andere Fragen bilden die Grundlage des Vortrags.

Im Vortrag werden unterschiedliche Ansichten über die Rolle und Funktion von Lehrwerken für den Fremdsprachenunterricht und die Ergebnisse der Studentenbefragung über verschiedene Lehrwerke analysiert. Außerdem werden auch methodische Prinzipien der Lehrwerkauswahl im Fremdsprachenunterricht angeboten, die von der Autorin ausgearbeitet wurden.

**Schlüsselwörter:** Fremdsprachenunterricht, Fremdsprachenlehrwerke, Methoden, Kompetenzen

## **Zwillingsformeln in der Übersetzung („Der Sandmann“ von E. T. A. Hoffmann auf Russisch)**

Zwillingsformeln (oder Paarformeln) sind eine spezifische phraseologische Klasse. Sie werden von mehreren Forschern der deutschen Phraseologie z. B. Harald Burger, Wernfried Hofmeister, Hans-Georg Müller als eine einzelne Gruppe der Phraseologismen betrachtet, weil sie über gemeinsame Merkmale in der Struktur und Semantik verfügen.

Zwillingsformeln sind nach einem Muster gebildet: Zwei Wörter der gleichen Wortart oder auch zweimal dasselbe Wort werden mit „und“, einer anderen Konjunktion oder einer Präposition zu einer paarigen Formel verbunden (z. B. „Schulter an Schulter“). Oft zeichnen sie sich auch durch den Stabreim aus („fix und fertig“, „klipp und klar“).

Duplizität ist ein Phänomen, das in vielen Sprachen vorhanden ist. V. Kolesov bemerkte über die russische Sprache, dass für sie die Reduplikation charakteristisch ist.

A. Potebnja, der die Folkloresprache analysiert hat, betrachtete die Wortpaare als eine Form der Volkspoetik und die Verwirklichung der Duplizität als einer grammatischen Kategorie. M. Artamonova, die die Rolle der Duplizität in dem Konzeptsystem eines Russen beschreibt, kommt zu der Schlussfolgerung, dass man alle Paarverbindungen im Russischen in drei Gruppen aufteilen kann: (1) zusammengesetzte Nomen (*диван-кровать, плащ-палатка*); (2) feste Verbindungen (*без шума и пыли, и смех и горе*); (3) „kompositionell feste und linguistisch freie Wortverbindungen“ (*радио и телевидение, честь и совесть, физики и лирики*). Die zweite Gruppe in der Artamonovas Typologie ist im Zentrum der vorliegenden Forschung.

Von Bedeutung sind auch Kreativitätspotenzen der Wortpaarverbindungen. Wie bekannt, kann jede Komponente eines schöngeistigen Textes aktualisiert werden, um die Intentionen des Verfassers zu verwirklichen. Das gilt sowohl für Grafik, als auch für Grammatik und Lexik, denn jede Textkomponente verfügt über eigene semantische Potenzen. Was die phraseologischen Einheiten anbetrifft, sind ihre semantischen Potenzen dank der vorhandenen Expressivität äußerst groß.

Es wurde festgestellt, dass in der Novelle von E. T. A. Hoffmann „Der Sandmann“ viele Zwillingsformeln gebraucht werden (z. B. „in Saus und Braus“, „kurz und gut“ u. a.). Interessant sind nicht nur ihre Zahl, sondern auch ihre stilistische Rolle im ganzen Text sowie die Möglichkeiten der Übersetzung solcher Einheiten, die am Beispiel einer russischen Übersetzung der Novelle analysiert werden.

**Schlüsselwörter:** Duplizität, Folkloresprache, Paarformeln, Übersetzung, Wortpaarverbindungen, Zwillingsformeln

## **Sprachliche Globalisierung in der modernen Gesellschaft**

Heutzutage sind mehrere sprachliche Prozesse zu beobachten, die von vielen Forschern als Globalisierung bzw. Anglisierung/Amerikanisierung der Nationalsprachen bezeichnet sind.

Manche freuen sich darauf, dass diese sprachliche Globalisierung alle Sprachbarrieren hinwegfegen würde, was reine Bahn für wirtschaftliche Kontakte und internationale Geschäft machen könnte.

Andere warnen davor, dass es mit fortschreitendem Einfluss des Englischen eine Reihe von *Pigins* entsteht, für deren Bezeichnung schon eine Art neue Termini – z. B. „Denglisch“, „*Franglais*“ u.a. – vorgeschlagen worden sind (das gilt auch für das Russische, trotzdem ist kein entsprechender Begriff bis jetzt zu beobachten).

Einer der „Verbreiter“ des Englischen in den Nationalsprachen ist zweifellos die moderne Werbung, zu anderen Anreizen gehören:

- ✓ Jugendsprache,
- ✓ Mode,
- ✓ technischer Fortschritt,
- ✓ Netzkommunikation (Internet- und Mobiltelefonkommunikation),
- ✓ Berufsjargons.

Dabei sei noch angemerkt, dass es zurzeit nicht nur um zahlreiche vielfältige englische Lehnwörter, sondern auch um Lehnübersetzungen, lexikalische Neuerscheinungen, Bedeutungswandel und Mischformen in den Nationalsprachen geht. Obwohl es allgemein bekannt ist, dass es mehrere Jahrhunderte dauert, bis ein Sprachkontakt zur Veränderung im grammatischen System der aufnehmenden Sprache führen könnte, ist es schon heutzutage möglich, einzelne Beispiele von der Anglisierung der Grammatik zu beobachten.

In dem vorliegenden Vortrag werden sowohl Gründe der übertriebenen Verwendung von Anglizismen im Deutschen und Russischen behandelt, als auch Auswirkungen von der sprachlichen Globalisierung für die drei Sprachen (Deutsch, Russisch und Englisch) betrachtet.

Der letzte Punkt – die Auswirkungen der globalen Anglisierung für das Englische – scheint nur auf den ersten Blick seltsam zu sein. Nach D. Crystal, ist es längst eine Tatsache, dass die englischsprachigen Staaten den Besitz des Englischen aufgegeben hätten, da das Englische zu einer Weltsprache geworden sei. Dieser Umstand hat eine moderne Vielfalt von „englischen Sprachen“ verursacht, sowie die Situation ermöglicht, in der das Englische der ganzen Welt gehört und von ihr geprägt wird.

Dadurch werden die sprachliche Globalisierung sowie die Gegen Tendenz – die sprachliche Regionalisierung – zu akuten Problemen der Weltgesellschaft.

**Schlüsselwörter:** Anglisierung, Amerikanisierung, Globalisierung, Nationalsprachen



## **Übersetzbarkeit der Wissenschaftssprache**

Da die Wissenschaft durch einen Kommunikationsprozess entsteht und die Sprache eine große Rolle in diesem Prozess spielt, ist es interessant zu verfolgen, wie die Verständigung bei dem Wissenstransfer verfolgt, wenn die Prozessteilnehmer unterschiedliche Muttersprachen haben. Eine Möglichkeit der Verständigung ist der Gebrauch einer *lingua franca*, die andere ist die Übersetzung der Aussagen einer Sprache in die andere. Im Beitrag werden nicht nur Vorteile und Nachteile beider Lösungen analysiert, sondern auch die Transkulturalität der Wissenschaft skizziert, um die Entwicklungen der Wissenschaftskommunikation zu zeigen.

Den Erfolg des Übersetzungsprozesses charakterisiert nach der normativen Sichtweise auf diesen Prozess der Äquivalenzgrad der Übersetzung. Es gibt kaum eine Frage in der jahrhundertealten Auseinandersetzung mit dem Übersetzen, die intensiver und kontroverser diskutiert worden ist, als die der theoretischen und praktischen Möglichkeit oder Unmöglichkeit des Übersetzens (Übersetzbarkeit).

In der Wissenschaftskommunikation bildet das sprachlich ausgedrückte deklarative Wissen den Ausgangstext und der Übersetzer „auf Grund seines individuellen Verständnisses“ vermittelt dieses Wissen durch den Zieltext. Die einzelnen Wissenschaftssprachen unterscheiden sich nicht nur durch ihre Begrifflichkeit (Lexik), sondern auch durch charakteristische Textbaupläne, Argumentationsmuster und Diskurse. Diese Komplexität verlangt von Übersetzern nicht nur gute Sprachkenntnisse, sondern auch weitere Vertiefung in die Problematik des entsprechenden Wissenschaftszweiges.

Im Beitrag werden Beispiele der Übersetzungen der Rechtssprache analysiert und die Grenzen der Übersetzbarkeit angedeutet. Die Beispiele werden bei der praktischen Auseinandersetzung mit deutschen und lettischen juristischen Texten gesammelt, schwerpunktmäßig mit den Texten zum Europarecht. Die Übersetzungsvorschläge sind im „Deutsch-lettischen, lettisch-deutschen Rechtswörterbuch“, das in enger Zusammenarbeit der Autorin mit deutschen und lettischen Juristen entstanden ist, veröffentlicht worden. Eine weitere Basis für die Veranschaulichung der obengenannten Problematik bilden die von Kerstin Loehr 1998 beschriebenen Beispiele zu Mehrsprachigkeitsproblemen in der Europäischen Union.

**Schlüsselwörter:** Mehrsprachigkeit, Rechtssprache, Transkulturalität der Wissenschaft, Übersetzbarkeit, Wissenschaftssprache

## **Scenes and frames-Theorie als förderndes Instrument bei der Übersetzung und dem Fremdsprachenerwerb**

Die Rolle der psycholinguistischen Theorien in der lettischen Übersetzungswissenschaft ist noch wenig ermittelt worden. Die heutige Translatologie ist jedoch mit der kognitiven Linguistik und Psycholinguistik eng verbunden.

Welche Einsatzmöglichkeiten der *Scenes and frames*-Theorie hat man in der Arbeit des Übersetzers? Wie wird das Wort im Übersetzungsprozess verstanden und wie werden die traditionellen Grenzen der Semantik verlassen? Wie kann man diese noch relativ neue psycholinguistische Theorie im Übersetzen und Fremdsprachenerwerb einsetzen?

Paul Kußmaul entwickelt weiter die Ideen von Lakoff, Fillmore u.a. Vertretern der Kognitionswissenschaft und verbindet sie mit den Erscheinungsformen des kreativen Denkens. Er kommt zur Feststellung, dass der Übersetzer während des Übersetzungsprozesses sowohl das so genannte „vertikale“ oder „lineare“, als auch das „laterale“ (Querdenken) Denken einsetzt.

Sowohl der Übersetzer/Dolmetscher als auch ein Fremdsprachenlernender stützt auf sein Weltwissen und visualisiert in seinen Gedanken unbewusst oder bewusst bei der Ausgangstextverarbeitung unterschiedliche Szenen, die er mit dem Inhalt des Textes assoziiert. Übersetzer haben ihre Assoziationen aus dem Ausgangstext in die Zieltexte transformiert indem sie die imaginären „Szenen“ in die Zielsprache übersetzten. So sind viele erfolgreiche Übersetzungen der schöngeistigen Literatur entstanden. Die *Scenes and frames*-Theorie „funktioniert“ und wird unbewusst eingesetzt.

Auch die Fremdsprachenlehrer haben schon immer Phraseologismen ihren Schülern beigebracht, ohne etwas von psycholinguistischen Theorien zu wissen, da Phraseologismen ein untrennbarer Bestandteil jeder Sprache sind. Man soll sie verstehen und verwenden können. Dies betrifft, selbstverständlich, auch die Übersetzer/Dolmetscher. Das Verstehen von metaphorischen Redewendungen ist daher sowohl mit der Arbeit des Übersetzers/Dolmetschers wie auch mit dem Fremdsprachenerwerb verbunden.

Die *Scenes and frames*-Theorie bietet neue Möglichkeiten für die bewusste Visualisierung von sprachlichen Szenen des Ausgangstextes und ihre Umsetzung in einer neuen Form (Rahmen) des Zieltextes. Übersetzen und Fremdsprachenerwerb sind keinesfalls Ausnahmen und brauchen kreative Lösungen. Die Kenntnisse über die *Scenes and frames*-Theorie ermöglichen kreative Lösungen bewusst beim Übersetzen zu finden; damit verbundene Übersetzungsaspekte können erfolgreich in den Spracherwerb integriert werden.

Mit dem angemeldeten Thema wird für die Änderung der traditionellen Einstellung in Bezug auf die „vollständige Entsprechung dem Original“ und wörtliche Übersetzung beim Fremdsprachenerwerb plädiert.

**Schlüsselwörter:** Ausgangstext, Zieltext, Fremdsprachenerwerb, *Scenes and frames*, Kreative Lösungen

# PRESENTATIONS IN SPANISH

**Ana León Manzanero**

University of Latvia, Latvia

*analeonman@hotmail.com*

## **El papel del alumno y del profesor en el proceso de enseñanza-aprendizaje de español como lengua extranjera**

El *Plan curricular del Instituto Cervantes* ofrece en sus *Niveles de referencia* (2006) un material desarrollado específicamente para el español como lengua extranjera que proporciona a los profesionales de dicho ámbito orientaciones sobre la enseñanza, el aprendizaje y la evaluación. Esta publicación, pionera no solo en el contexto del español sino también en el de otras lenguas europeas, fue fruto de un análisis de la lengua desde el punto de vista comunicativo, partiendo de los descriptores de los seis niveles comunes que había fijado el *Marco Común Europeo de Referencia* (2001), sin olvidar los principios que desde los años 70 había establecido el *Nivel umbral en sus diversas actualizaciones*.

El *Plan curricular del Instituto Cervantes* y sus *Niveles de referencia para el español* consideran que el alumno debe ser el centro del proceso de enseñanza-aprendizaje, y le otorgan tres papeles fundamentales: el de *agente social* que conoce el sistema de la lengua y puede interactuar en situaciones comunicativas habituales; el de *hablante intercultural* que accede a una nueva cultura a través del español y tiende puentes entre su cultura de origen y las de los países hispanohablantes; y el de *aprendiente autónomo*, capaz de tomar cada vez más responsabilidades en su propio proceso de aprendizaje y de prolongarlo a lo largo de toda su vida.

Por otra parte, en octubre de 2012 la Dirección Académica del Instituto Cervantes publicó *Las competencias clave del profesorado de segundas lenguas y lenguas extranjeras*, que quedan definidas de la siguiente manera: organizar situaciones de aprendizaje; evaluar el aprendizaje y la actuación del alumno; implicar a los alumnos en el control de su propio aprendizaje; facilitar la comunicación intercultural; desarrollarse profesionalmente como profesor de la institución; gestionar sentimientos y emociones en el desempeño de su trabajo; participar activamente en la institución; servirse de las TIC para el desempeño de su trabajo.

A la luz de todas estas consideraciones, en este trabajo se propone el Enfoque por tareas como el mejor entorno que puede proporcionar la clase de español a los retos y necesidades de profesores y alumnos implicados en un proceso conjunto de enseñanza-aprendizaje.

**Palabras claves:** ELE, aprendiente, enfoque por tareas

## **Miguel Ángel Pérez Sánchez**

University of Latvia, Latvia

*mperezs10@gmail.com*

### **La lectura extensiva como herramienta fundamental para el aprendizaje de segundas lenguas**

La lectura extensiva constituye una de las herramientas habituales en el aprendizaje de idiomas, incluyendo el aprendizaje de lenguas extranjeras, y se lleva a cabo mediante una gran cantidad de lectura durante la que el alumno se ve enfrentado a estructuras gramaticales y léxicas que le permiten asentar, conforme a su nivel, la gramática y el léxico ya estudiados. Si bien el mecanismo es comúnmente aceptado como verdadero, su importancia en el aprendizaje de idiomas se encuentra en disputa.

La lectura extensiva contrasta con la lectura intensiva, que es una lectura lenta, cuidadosa, de una pequeña cantidad de texto difícil durante la que el estudiante está más centrado en el lenguaje que en el texto. La lectura intensiva constituye, sin embargo, el enfoque más común y frecuente entre los profesores de segundas lenguas.

Este artículo pretende revisar las últimas teorías entorno a la lectura extensiva formuladas por especialistas en la materia, así como valorar la discusión que, respecto a su eficacia, estos autores han mantenido con el también especialista Tom Cobb. Mediante el análisis de casos particulares en el campo de la poliglotía y de su contraste con los estudios actuales en neurociencias (no siempre convenientemente usados, si usados, en la literatura corriente sobre el aprendizaje de segundas lenguas), el presente artículo no solo apoya la opinión sobre la indiscutible eficacia de un programa adecuado de lectura extensiva, sino que sostiene que esta, junto a la escucha extensiva, constituyen y deben constituir los pilares fundamentales, por encima del estudio tradicional de la gramática, de cualquier curso de lenguas extranjeras (ya sea en un marco de inmersión, en el del aula en un centro de enseñanza fuera del país donde se hable la segunda lengua, en clases particulares o en la enseñanza autodidacta), al margen de métodos o enfoques.

**Palabras claves:** lectura, extensiva, intensiva

## **Alla Placinska**

University of Latvia, Latvia

*alla.placinska@lu.lv*

### **La traducción de los nombres propios letones al español**

La traducción de los nombres propios letones al español es un gran reto para los traductores y lingüistas. Eso se debe, principalmente, a dos razones: por un lado la metodología de la traducción de los nombres propios extranjeros al español ha cambiado a lo largo de los siglos, por otro la presencia de trabajos traducidos del letón al español es escasa. Respecto al primer aspecto, en el trabajo serán analizados los cambios que han vivido las estrategias de la traducción de los nombres propios extranjeros al español desde la época de Quevedo hasta principios del siglo XXI. Sobre todo se prestará

atención a la situación actual en ese campo que carece de unanimidad en cuanto a las opiniones; en primer lugar sobre las estrategias y las herramientas de traducción de los antropónimos. Una de las obras fundamentales en ese campo de investigación ha sido el libro de Virgilio Moya *La traducción de los nombres propios* publicado en 2000 donde el autor menciona que “tras largos años de estudios, los lingüistas no han podido dar siempre con normas claras y precisas, pero sí que podemos hablar de estrategias o procedimientos de traducción de nombres propios, de tendencias traslatorias más o menos marcadas”.

Otra dificultad está relacionada con la mínima presencia de las traducciones del letón al español, me refiero a los textos literarios, históricos e informativos, lo que significa que desde el punto de vista de los lingüistas, el tema no ha sido analizado. En el artículo serán analizados los casos más difíciles de la traducción de los antropónimos, topónimos y componentes culturales letones al español. La dificultad en este caso se enraiza en la diferencia de los métodos y técnicas que se aplican para traducir, sobre todo los antropónimos. En la lengua letona como el método principal para la traducción de los nombres propios se aplica la naturalización o la adaptación, lo que influye mucho en el momento de traducir viceversa. Los hablantes del letón tienden a transmitir la correcta pronunciación de los nombres propios letones en el momento de su traducción al español, lo que viene en contra de la práctica común española de su transferencia de la lengua original. Dicho fenómeno lleva a la coexistencia de diferentes variantes a la vez. En el artículo también se prestará atención a la traducción de los nombres propios relacionados con la cultura e historia letona y a la denominación de sus componentes más relevantes.

**Palabras claves:** traducción, estrategia, tendencias

## **Klāra Priedīte**

**University of Latvia, Latvia**

*klarapriedite@inbox.lv*

### **El análisis contrastivo de la semántica de las unidades fraseológicas emotivas en español, ruso y letón**

Las unidades fraseológicas (UFS) provocan un vivo interés entre los lingüistas ya desde los principios del siglo XX. Representada en todos los idiomas sin excepción, la fraseología tiene un carácter único en cada uno de estos. En las últimas décadas se viene detectando un aumento de interés en la fraseología comparada, ya que las expresiones idiomáticas son perlas del idioma en cuyo dominio se fundamenta la comunicación efectiva con nativos. Conocer y, sobre todo, utilizar las unidades fraseológicas significa que uno ha alcanzado el nivel más alto de expresión lingüística en una lengua extranjera.

A lo largo de la ponencia nos proponemos reflexionar sobre el tratamiento de las UFS en tres lenguas –español, ruso y letón–, situando nuestra investigación en el campo de la fraseología comparada. Dedicaremos una parte del trabajo al problema de la traducción de las UFS. La traducción por sí misma puede ser considerada como una de las formas más complicadas de la comunicación intercultural, pero la traducción de las

unidades fraseológicas, que poseen un fuerte matiz emocional y sentido metafórico y representan de por sí unos microtextos, es mucho más complicada aún. Haremos, así mismo, el análisis comparativo de la semántica de las expresiones fraseológicas emotivo-emocionales que día a día nos encontramos en la calle, radio, prensa y televisión. El estudio contrastivo de las UFS tiene una gran importancia desde el punto de vista didáctico también, ya que éstas últimas están incluidas en todos los métodos y exámenes oficiales de español como lengua extranjera. Pero hemos de reconocer que un primer acercamiento a los estudios previos revela que la fraseología comparada del español y el letón es un campo poco investigado, lo que resulta, sin duda, una situación incómoda para un filólogo, traductor o para un profesor de español como lengua extranjera. Y dado que los estudios de la lengua española en Letonia gozan de gran éxito, la comparación interlingüística se hace inevitable.

**Palabras claves:** unidad fraseológica, fraseología comparada, fraseología letona, traducción de fraseologismos, fraseología emotiva

### **Alberto Torres Fernández**

University of Latvia, Latvia

*albertotorres.fernandez@gmail.com*

### **La lectura en voz alta como una herramienta en la enseñanza del español en un aula ELE**

La lectura en voz alta es una de las herramientas fundamentales en la enseñanza del idioma español en un aula ELE y a la vez una de las más olvidadas o poco usadas por los profesores. Es cierto que en las primeras clases se recurre a la lectura en voz alta, pero a medida que se avanza en el programa de estudios se pone más atención a la gramática, a la expresión oral. Quizá la lectura en voz alta nos recuerde mucho a lo que los padres y abuelos hacen con sus niños, contar y leer cuentos. Esto se practica en todo el mundo, en todos los idiomas y culturas pero *“no cualquier lectura en voz alta desarrolla el lenguaje ni es una experiencia educativa efectiva”* (Beck, 2001).

Los profesores en la enseñanza preescolar y básica también han utilizado la lectura en voz alta en sus clases como una manera de introducir a sus alumnos en el encanto de la lectura. *“En estos últimos años este tipo de lectura se ha empezado a aprovechar como un medio de instrucción para diferentes unidades temáticas”* (Barrentine, 1996). Sabemos que nuestros estudiantes pueden aprender algo de Ciencias o de Geografía o de Historia si elegimos un material de calidad que trate estas áreas.

Por supuesto hasta hoy en día, por lo general, el estudiante durante la lectura ha tomado una actitud pasiva, centrándose su aprendizaje principalmente en el desarrollo del escuchar y como ente motivador dentro de la enseñanza escolar. En la actualidad la intención es dar un vuelco, un giro a la manera que les leemos a los estudiantes y lograr que ésta sea una actividad mucho más interactiva, donde los estudiantes puedan hacer comentarios espontáneos a medida que avanza la lectura a la vez que el profesor plantea preguntas adecuadas con el fin de lograr una mejor y más profunda comprensión del texto y su contenido.

La lectura en voz alta no como una actividad evaluativa sino como mejora de la capacidad de atención, memoria, comprensión y expresión oral, aspectos claves para el aprendizaje escolar, pero sobre todo como una herramienta para introducir a nuestros estudiantes en el placer de leer en voz alta que luego podrán aplicar durante sus lecturas independientes.

**Palabras claves:** estrategias, herramientas, lectura, aprendizaje, actividad