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**Department of English Studies and Centre for Applied
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Faculty of Humanities, University of Latvia
Riga, Latvia**

PRESENTATIONS IN ENGLISH

Gabi Abramac

Sokrat Language Institute, Croatia

gabi.abramac@sokrat.hr

The Jewish Outreach Movement and Digital Media

What your kiruv rabbi is(n't) telling you

Kiruv is a Hebrew word, which literally means 'to draw one close'. The term is commonly used in reference to the Jewish outreach movement that aims to bring secular Jews closer to religious observance. Language is one of the paramount vehicles in achieving this goal. The purpose of this study is to understand how the kiruv industry uses language and digital media to appeal to potential *baalei teshuva* (those who return to the faith). It also aims to show how media communication also transforms the recruitment process itself. Kiruv rabbis have noted that their movement has become familiar and comfortable with technology and sophisticated graphic presentation. This research utilizes Critical Discourse Analysis (CDA) to examine the language of kiruv websites, social networks, YouTube videos, and e-mail newsletters, which are transforming the process of outreach recruitment. The study uses Fairclough's approach to CDA, which contains three dimensions of analysis: text analysis (description), processing analysis (interpretation), and societal analysis (explanation). Using this framework as a guideline, we see how visual images and language are intentionally, perpetually and purposefully used in order to convey arguments and promote kiruv efforts. Furthermore, I analyze how the language of kiruv reflects cultural, historical and social practice.

Key-words: kiruv, Jewish outreach, digital media and religion, Critical Discourse Analysis, Fairclough

Vineta Apse

University of Latvia, Latvia

vineta.apse@lu.lv

Mastery of Writing Business Letters in an Undergraduate Course

Over the last twenty years, research in written business communication has received relatively large attention. Written business communication has been studied in the disciplines of management and pedagogy. Teaching business writing has been considered as a part of core business subjects and as a subject taught by language specialists. Recent research also includes assessment of undergraduate and graduate students' business writing assignments. Although there exists a disagreement whether it is more appropriate to teach written business communication as part of a business content subject or as a language or applied linguistics course, it seems to be inevitable that conceptual knowledge about both business and business writing is required when teaching workplace writing because not knowing concepts results in poor writing skills. The present research focuses on analysing students' mastery of writing business letters in English while taking a Business English course that is the students' first introduction to the concepts of both business and business letter writing. The research object is undergraduate non-native students majoring in both languages and

business. The applied research method is quantitative and qualitative analysis of students' produced letters of complaint, apology, enquiry and reply to an enquiry. The results indicate that there is a correlation between students' English language proficiency level and the ability to attain the communication target taking into consideration the communication purpose of the letter and the reader, whereas mastering the structure of the letter seems to be a less complicated task.

Key words: business letters, teaching letter writing, conceptual knowledge, communication purpose

Giedrė Balčytytė-Kurtinienė
Vilnius University, Lithuania

An Intergrated Approach to Facilitate the Skill for English Rhythm Through Music

Rhythm in the English language is one of the key suprasegmental aspects that provides the musical shape of an utterance and makes the language sound natural and intelligible. The mastering of the specific English rhythm requires the discrimination of weak and strong syllable sequences as well as the recognition of certain aspects of connected speech as influenced by the natural flow of rhythm: assimilation, reduction, merge, liaison, etc. (Couper-Kuhlen, 1993; Roach, 2009; Collins and Mees, 2013). The purpose of this paper is to identify some of the problems that EFL university students acquiring English rhythm face and propose an integrated approach of language and music to facilitate their skills. A tangible relationship has been noticed between language and music, the integration of which benefits in the overall linguistic cognition as well as representation and especially on phonetic skill formation (Besson and Schon, 2001; Nardo and Reiterer, 2009; Patel, 2012). Singing, chanting and other musical activities help the students acquiring the correct accentuation pattern of an utterance, spotlights the consequent phonetic reductions as well as the vowel type and relevant pausing. Moreover, this integrated approach appeals to diverse learner types and serve physiological and psychological purposes.

Dominik Baumgarten
Ruhr-University Bochum, Germany

Pictorial Communication as Translation Benefit in International Advertising Campaigns

To attract attention and to provide best possible understanding the language of print advertisements is usually adapted to the language system of the country the ad appears in. As these texts very often play with language and gain their incomparable charm, advertisers often have difficulties with translating their print campaigns for the international market. Therefore, pictorial communication became even more important with the broadening of trade markets (Janich, 2010).

Recent linguistic investigation aims to classify pictorial elements (or 'pictorial texts') in the same manner as traditional grammar does with orthographic realisations of text (Grosse, 2011). Especially in case of advertising, where text and imagery often melt into a kind of almost-inseparable 'supertext' (Fix, 2000; Baumgarten, 2012), a structural assimilation of text and imagery can be reported. In these cases a picture

becomes part of a sentence and replaces one or more orthographic words. The more parts of an advertisement communicate on the pictorial level the easier becomes the internationalization of an ad. These collaborations of two media and their inherent code systems open a range of entanglement: while some advertisements only use one single pictorial element to highlight a certain element of the orthographic text, other almost completely communicate via pictures or sets of pictures.

Based on a small corpus of international print advertisements the planned talk aims to demonstrate the usage of both textual and pictorial code systems to create a unique brand-appropriate advertising language – and to discuss a possible replaceability of text and image by one another.

Key words: image linguistics, advertising language, sign systems, grammar, translation

Tatjana Bicjutko
University of Latvia, Latvia
t.bicjutko@gmail.com

What's in a Name?

Titles of Contemporary Childhood Memoirs

Marked by the enormous increase in memoir sales, the 21st century has often been dubbed as 'the age of memoir'. The memoir boom is argued to have started with the publication of Frank McCourt's *Angela's Ashes* (1999). Subtitled 'A Memoir', the book opened the gate to a multiple stories of versatile (mostly miserable) childhoods. Both title and subtitle are part of liminal devices or paratext serving as a 'vestibule' to the text itself. In view of Philippe Lejeune's oft-cited 'autobiographical pact', the full title is the most 'telling' paratext. With its summarizing and representational power, the title acquires additional significance in memoir marketing.

Such a claim made, the paper aims at exploring the practices of naming bestselling childhood memoirs published from 1999 to the present, in order to discuss the wording and grammatical patterns of childhood memoir titles. To do the research, two corpora of 50 titles each are selected using British and American versions of the Amazon website. The corpora are annotated using the elaborated version of Genette's taxonomy (1997), and further analysed for the occurrences of 'childhood' and 'memoir' related words and expressions. The use of the quantitative approach allows to demonstrate the high frequency of the formulaic approach to the entitlement, to comment on the subtle variation between the two corpora, as well as to come to tentative paradigmatic assumptions on the use of genre awareness in book marketing.

Key words: childhood memoir, paratext, title, subtitle, concordance

Maija Brēde
University of Latvia, Latvia
maija.brede@lu.lv

Phonetic Attributes of Political Discourse

The paper focuses on phonetic characteristics of public speaking in British English representing political discourse. Public speaking, especially by professional public

speakers – leading State figures – intends not only at providing essential information but also at convincing the audience of certain standpoints and affecting it emotionally. Accordingly public speeches require adequate phonetic means to achieve the effect; they pertain both to segmental and suprasegmental levels of speech, including intonation. The aim of the present analysis is to register ways by which a public speaker attains the impression of prominence within the framework of publicistic (oratorical) style of intonation, particularly the use of nuclear tones in non-final tone units, pausation and realizing function words as stressed segments.

The material of the analysis includes a speech by the Prime Minister of the United Kingdom David Cameron on life chances (t = 41' 19 ") in the UK, delivered on 11th January 2016. What contributes considerably to the expressive potential of the style is a regular usage of one of the falling tones in non-final tone units, a relatively high percentage of high falling tones, the use of a special rise, variation of the pause length, prominent function words, segmentation of an utterance into tone units of different length according to the interpretation of the piece of information, and the speaker's voice timbre.

Key-words: public speaking, political discourse, publicistic (oratorical) style of intonation, tone, tone unit

María Luisa Carrió Pastor
Polytechnic University of Valencia, Spain

A Multimodal Perspective on International Digital Communication in Professional Associations

This proposal presents the analysis of websites dedicated to the promotion of congresses of medical associations. The main aim of this study is to detect the visual and linguistic metadiscourse devices used to communicate internationally in a digital medium, i.e. webpages. The relationship between text and images and the ways in which professionals communicate with their colleagues are analyzed, paying special attention to the metadiscourse strategies used by webpage designers to engage the reader in this multimodal discourse (Kress, 2000). The different approaches to Multimodal Discourse Analysis (Kress and Van Leeuwen, 1996, 2001; Norris, 2004; O'Halloran 2004; LeVine and Scollon, 2004) explain this new view of discourse analysed as a blend of various modes of communication, creating a new global meaning that includes several ways of multimodal configurations. In order to carry out this research, thirty webpages of congresses related to professional associations were analyzed. Hedges, attitude markers and engagement markers were identified to be contrasted with the visual attitude markers included in these webpages that refer to readers, trying to engage them in the announcements of the congresses. Furthermore, different strategies were also analysed that revealed the personal image of the different professional associations as well as the texts and images that are used to call their attention.

Jekaterina Cernevska
University of Latvia; Riga Technical College
jekaterina.cernevska@gmail.com

Scalarity in Mechanical Engineering Discourse

The rapid development of the mechanical engineering sector in the recent years has resulted in emerging of the written professional discourse in English that is considered by mechanical engineers all over the world including Latvia. However, there is a considerable lack of the written mechanical engineering discourse research conducted from the pragmatic perspective. The paper focuses on the concept of scalarity within the framework of post-Gricean pragmatics. The goal of the article is to investigate how scalar implicatures assist in pragmatic meaning construction in the discourse under analysis. The case study was based on the analysis of the chapter on metal processing and metal working industry from the Encyclopaedia of Occupational Health and Safety. The research findings have indicated that the descriptions of metal processing techniques take into consideration three major contextual factors – time, temperature and metal hardness. It has been concluded that the theoretical knowledge in mechanical engineering can assist in determining the contextual factors and as a result provide an input for scalar implicatures to arise in the professional discourse. Thus, pragmatic meaning construction is enhanced by linguistic and extra-linguistic parameters.

Key words: scalarity, mechanical engineering discourse, pragmatic meaning, implicature, post-Gricean pragmatics

Adrian Chróstowski
Business Development Manager
Poland & The Baltics, Pearson Longman
adrian.chrostowski@pearson.com

International Exams for Students' Career

The need for on-the-job English language skills within the business environment is constantly growing in the twenty first century business market. Every employee would benefit if their English language proficiency is at par with the international expectations and standards.

LCCI International Qualifications are fit-for-purpose, and as work-related qualifications, they provide students with the knowledge and skills to do the job, allow them to progress in an existing career or find employment locally and overseas as they are trusted and valued by employers worldwide.

Key words: on-the-job, language skills, work-related qualifications

Olga Isabel Díez Velasco
EOI de Haro/University of La Rioja, Spain
olga-isabel.diez@unirioja.es

Marta García Alamán,
EOI de Haro/University of La Rioja, Spain
marta.garciaa@unirioja.es

Emotive Interjections Across Languages

One of the areas of language that better reflects the pragmatic dimension of discourse is interjections. Interjections, which may be defined as parts of speech that convey the speaker attitude and communicative intentions, usually have a phatics function thereby reflecting deeply rooted socio-cultural models. As a consequence, interjections, in helping to construe social identities, vary significantly across languages. For example, when somebody sneezes, the typical answer in English is *(God) bless you* whereas in German it is *Gesundhuit* (meaning “good health”). Thus, the translation of the verbal response to a sneeze from English into German poses an important problem for translators, who find themselves unable to maintain the strong cultural component these expressions are endowed with and opt for renderings which show a considerable degree of interlinguistic inequivalence. In our presentation, we study the verbal responses often uttered when someone sneezes in over 30 languages so as to discover the underlying cultural and cognitive models, and explore whether their cultural component can be preserved in translation or if it is preferred a “non-perfect” but “acceptable” rendering (Rabadán, 1993). Finally, on the basis of the data obtained, we analyse the difficulty of translating intercultural knowledge and its theoretical implications in delimiting the notion of invariance and the role of translemic equivalence in the translation of interjections.

Key-words: intercultural models, translation, equivalence

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

Users' Needs and Units of Description in Online Dictionaries

Since online dictionaries, unlike printed ones, have no space constraints, they can, theoretically, cater for a variety of users' needs and users' groups, and many of them, indeed, do so. This makes the traditional established dictionary typologies, often based, explicitly or implicitly, on dichotomies of users' needs or users' groups, sometimes also discussed in terms of dictionary functions (e.g. monolingual – bilingual, native speakers – learners, general-use – specialised, linguistic – encyclopaedic, production – reception, encoding – decoding, etc.), inadequate in the current situation. Online dictionaries are a very fluid continuum, at first sight resisting categorisation. The paper looks into the concepts of dictionary users' needs and users' groups (the two notions do not always coincide) and of units of lexicographic description. Using these concepts, it singles out and discusses samples of just three current online dictionary types: an ‘unlimited’ general-use dictionary, a ‘syntagmatic

LSP dictionary targeted at a very narrow and specific group of users with a variety of needs linked to producing, or comprehending, or translating a very particular type of discourse (accounting reports), and an online dictionary focussed on a particular type of language unit (collocations) and aimed at the widest possible range of users, including not only language users, but also researchers.

Key words: online dictionaries, users'needs, users'groups, units of description, dictionary types

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

Moves in Conclusion and Conclusions Sections in Applied Linguistics Research Articles

Knowledge of writing research articles is important as it helps to ensure that the writer meets the expectancies of the academic community. In his seminal monograph, Swales (1990) stated that research articles may have four basic sections: Introduction, Methods, Results and Discussion. Although he also indicated that Conclusions may belong to an 'additional' section type, the research in different disciplines that followed focused mainly on the four conventional sections (e.g. Kanoksilapatham, 2005, 2007; Lim, 2006, 2007, 2010), viewing conclusion as one of the steps of the Discussion section.

Latest research demonstrates that it is important to analyse also 'unconventional' organizational patterns of research articles in different disciplines (e.g. Lin and Evans, 2012). This research reveals that more sections should be added to the Swales' four section model (1990), and that the section types depend on the traditions of a particular discipline (e.g. Lin and Evans, 2012). To develop this idea, new sections have come into focus, such as the Literature review, the Conclusion and others. However, the studies on the Conclusion section even in one discipline have resulted in different models (cf. Yang and Allison's, 2003, and Moritz, Meurer and Keurten Dellagnelo's, 2008, studies in applied linguistics). Moreover, prior studies do not distinguish between the Conclusion and Conclusions as two different types of sections, which may imply two different communicative purposes. Thus, the present paper will be devoted to the comparative analysis of the Conclusion and Conclusions sections in thirty-six applied linguistics research articles.

Key words: applied linguistics, research articles, Conclusion, Conclusions, Move-Step analysis

Marta García Alamán
EOI de Haro/University of La Rioja, Spain
marta.garciaa@unirioja.es

Olga Isabel Díez Velasco
EOI de Haro/University of La Rioja, Spain
olga-isabel.diez@unirioja.es

The Language of Wine in Professional Exchanges

Professional success in the 21st-society compels the achievement of communicative competence both for general and specific purposes in more than one language. Within this context, the English language has achieved a prominent role in both business and scientific exchanges. Consequently, there has been a boost in the interest shown in researching and developing resources for promoting ESP learning. Located in La Rioja, an area world famous for its wine, we have noticed the lack for wine-based designed tasks which would help professionals in oenology in their learning process. In our presentation, we shall describe how objectives, basic competences and contents can be combined to endow language learners with the skills and knowledge required to engage in successful communications while availing them in their professional career. We shall also describe a programme we have designed for language learning focused on the world of wine and its culture, in which all the activities serve (i) to promote language learning by making use of the reality they live and work in and (ii) to encourage plurilingualism. Finally, a range of oenology-centred activities designed for several levels and purposes will be presented, all of which can be easily adapted to different professional needs.

Key-words: oenology, ESP, language learning

Sylwia Gierszal-Sławik
University of Silesia, Poland

Cross-Cultural Determinants in Simultaneous Interpreting

Exploring simultaneous interpreting (SI) output in terms of cross-cultural knowledge shows that SI fluency and the occurrence of filled pauses are frequently determined by the interpreter's cultural awareness. Political speeches constitute a challenging area which requires on the part of the interpreter profound understanding of cultural issues. The paper is an attempt to address the question to what extent interdisciplinary knowledge and cross-cultural awareness allow to provide timely and accurate output in the target language. Based on speeches interpreted by a group of Polish students of English, the author carried out qualitative and quantitative analyses of filled pauses which appear in SI with an emphasis put on the flow of communication and on the potential of optimizing the interpreting process. The findings reveal the fact that understanding cross cultural aspects is instrumental in providing a reliable and comprehensible conversion of the source text into the target one. Secondly, the SI fluency depends on whether the interpreters have familiarized themselves in advance or whether the speech is interpreted ad hoc.

The secondary objective is to explore the occurrence of filled pauses or disfluencies in order to smoothen the speech and enable to perform positive communicative functions. Considered as an interdisciplinary field of study and human activity, SI plays a critically important role in modern world interpretation; therefore, studies that contribute to facilitating the SI process might encourage cross-cultural cooperation and facilitate international communication as well as language acquisition.

Key words: simultaneous interpreting, filled pauses, cross-cultural awareness

Vita Kalnbērziņa
University of Latvia, Latvia
vita.kalnberzina@lu.lv

Local Lecturers, International Students and their Linguistic Compatibility

The number of international students is increasing, which means that the demand for the lecturers teaching in foreign language is growing. The instruments for assessment of the lecturer performance, however, are practically not available as most of the universities choose formative assessment developed for the inner needs. The aim of this research paper is to present the process of the development of an assessment instrument, that would assess the lecturer language performance, piloting the tasks and development of the criteria of assessment. The research takes place at the University of Latvia, and involves the assessment of the reading, writing, speaking and listening skills, the assessment is summative mastery tests, aiming at levels B2 to C2. The relation of the examination to the levels of Common European Framework of Reference (CEFR) was necessary because of the job description of the academic staff, as it demands the knowledge of the foreign language at the level C1. To ensure the reliability of the new instrument to the CEFR levels it was decided to use the procedural validation, thus recording the selection of the assessment objectives from the CEFR descriptors, their translation in the texts and tasks chosen, their weighting and the criteria. The next step was trialing the tasks in the paper format using the MA level students, which immediately suggested changes to the test format and contents. The final version was uploaded in MOODLE system and pretested.

Key words: formative assessment, summative assessment, reliability, criteria of assessment

Laura Karpinska
University of Latvia, Latvia
laura.karpinska@lu.lv

Headword Lists of English-Latvian Dictionaries Published till 1940

The widespread interest in the English language and culture in the 1920s and 30s resulted into the publication of seven English-Latvian dictionaries. The present study focuses on the analysis of the main headword lists of these English-Latvian dictionaries. The analysis is based on the following major criteria: the number of headwords, criteria of headword selection and types of headwords. The analysis reveals that the number of headwords in these dictionaries ranges from 7000 to nearly 30 000 items, though the amount of headwords is rarely mentioned in the front matter of the dictionaries. The criteria of headword selection are stated explicitly only in one dictionary. The comparative analysis of headword lists shows that single item lexical and grammatical words form the basis of the headword list, but such types of headwords as, for example, the irregular forms of verbs, irregular plurals of nouns, contracted forms of auxiliary verbs and terms from various fields of knowledge are found mostly in the largest dictionaries, while the smaller dictionaries may contain a comparatively wide range of multiword headwords that could be explained by the absence of secondary headwords in these dictionaries. Even though the headwords

are arranged using the letter-by-letter principle of alphabetization, occasional deviations from this principle can be observed.

Key words: English-Latvian dictionaries, headword lists, types of headwords

Jana Kuzmina
University of Latvia, Latvia
yanakuzm@gmail.com

EU Presidency Programmes as a Genre

The role of the English language has increased considerably with the domination of supranational bodies, such as the Council of the European Union in political, economic and social arena. Although all languages of the EU member states are seen as equal, the English language often gains priority, serving as a *lingua franca*. In this view, the present cross-sectional empirical research aims at exploring the written genre of the EU presidency programmes as one of significant documents to declare the intentions of the presiding country, set priorities, face challenges and solve problems regarding integration, international security, business, innovations, financial stability and climate change.

It unfolds by exploring the situational context, macro-structure and recurrent linguistic peculiarities of the genre in question. The theoretical basis for this research has been to a large extent grounded in the English for Specific Purposes genre schools, with other being complementary. The empirical research methods are genre and frequency analysis. The corpus for the analysis comprises 41,268 words of the authentic materials of five most recent presidencies including Latvia (2015) and the Netherlands (2016). The obtained results highlight the centrality of the communicative aim and rigid generic macrostructure. The linguistic means do not show high variation, which is pertinent to the colony of reporting genres performing transactional language metafunction. The topicality of the study is determined by the scarcity of previous research on the genre in question and wide application of research findings.

Key-words: EU presidency programmes, genre analysis, macro-structure

Lauma Terēze Lapa
University of Latvia, Latvia
peregrin.dei@gmail.com

Different Approaches to Semantic Fields: Diachronic Perspective

The paper focuses on how the notion of semantic field has developed through history from Ferdinand de Saussure's time to the present day. First, the use and functions of the semantic field in general linguistics is discussed, then this is compared to the use of the notion in semantics and semiotics. The differences between lexical field and semantic field are briefly outlined, finishing with an insight into contemporary uses of semantic fields in computational linguistics and teaching text analysis and understanding.

Key-words: semantic field, language diachrony

Dace Liepiņa
University of Latvia, Latvia
dace.liepina@lu.lv

Terminological Consequences of the Transfer of Legal Concepts in the Latvian System of Law

The process of legislative harmonization with EU law that has a strong element of common law involved conceptual and terminological transfers from common law and respective terminology to the Latvian system of law and its terminology, an interaction of the system of common law and the system of civil law, sometimes also called Roman-Germanic continental law. Any system of law is always inextricably bound to the culture of a particular society and has developed in the course of the history of its evolution and any transfer of legal concepts requires terminological equivalents in the target language of the recipient system of law. The success of terminological development largely depends on the prevailing trends in term formation in the respective target language. In Latvian legal terminology the prevailing trend is de-metaphorization of legal terms as metaphor as a term-formation pattern is generally not favoured in Latvian term-formation practice. As the English language functions as a vehicular language in communication and information transfer in the EU not infrequently English terms are used in English translation of Latvian law – related documents as equivalents for concepts of Latvian law that may have a different legal content.

The relevance of the theme is largely determined by the abundant research on legal English and almost non-existent research on legal Latvian and the aim of the present analysis is to examine the interaction of different terminological systems in the transfer from the source to the target language.

Key words: law, transfer of concepts, de-metaphorization, target language, source language

Irina Makarevich
Belarus State University, Belarus
irina.makarevich2014@gmail.com

Public Administration Term System Management in the Specialized Reference Book for Professional Communication ‘ENGLISH FOR CIVIL SERVANTS’

Special-purpose terminology of the metalanguage of public administration (PA) is the focus of attention of the research in question. In terms of theory, public administration term system has not yet received its proper linguistic treatment and analysis. The study does not reduce itself to simply making a full list of words and expressions forming the term system of public administration, it attempts to reproduce in the dictionary the actual usage of specialized terms which constitute the sublanguage of public administration in its contemporary professional environment.

The study is conducted in the field of cognitive terminology. An attempt has been made to apply mind mapping analysis to disclose the linguistic cognitive mechanism of PA concepts with their further systematization and organization into

entries. In each case a mind map was created around a single concept to which associated representations of ideas such as words and parts of words were added.

In this way, a large corpus of the empirical data was analyzed and classified. The terminological system of the metalanguage of public administration was described and arranged in the form of a dictionary. The latter has been published as a specialized reference book under the title 'English for Civil Servants' (Makarevich I. and Makarevich T., 2014). This ESP reference book on public administration terminology comprises in one edition both common and peculiar features of the metalanguage of public administration exemplified with common word partnerships, conversational formulae, idioms and citations of the metalanguage of PA as a means of civil servants' professional communication.

Key words: cognitive terminology, mapping analysis, term system of public administration (PA), ESP, professional communication

Anita Načisčione
Latvian Academy of Culture, Latvia
naciscione.anita@gmail.com

MULTIMODALITY AND FIGURATIVE THOUGHT: A Cross-language and Cross-cultural approach

My aim is to have a closer look at the functioning of metaphor and other stylistic patterns in conceptualisation of economic and political austerity measures in multimodal discourse. Analysis of stylistic use of figurative language on the political stage reveals that multimodality is a powerful mode of figurative meaning construction. Figurative thought determines figurative use. Multimodal case studies bring out the leading role of metaphor as a pattern of thought in conceptualisation of economic and political austerity measures. Metaphorical concepts arise as a reflection of global cross-language and cross-cultural phenomena, emerging in both verbal and multimodal discourse.

Figurative language in general, and metaphor as its most powerful pattern in particular, serves the purposes of conceptual mapping of abstract thought and abstract reasoning. Creative multimodality discloses how thought and language function in verbal, visual and audial representation. Textual and visual representations of the thinking process are profoundly influenced by political, economic, social and cultural processes that lie behind the specific context.

Cognitive linguists recognise that metaphor is a primary tool for understanding and interpreting the world and its developments (Lakoff & Turner 1989). However, metaphorical representation incorporates other figurative modes: metonymy, visual pun, allusion, and irony as part of cohesive conceptual networks, representing people's experiences and the external world, including multimodal discourse, which is multimodal representation of figurative thought (Naciscione 2010, 2014). Case studies reveal the significance of metaphorical and metonymic conceptualisations, and the use of non-verbal cultural symbols and semiotic elements as representations of reality in political discourse.

Keywords: multimodal discourse, figurative conceptualisation, metaphor, cultural symbols, a cross-language and cross-cultural approach.

Piotr Nagórka
University of Warsaw, Poland
piotr.nagorka@uw.edu.pl

Dictionary Making and Quality Education

Dictionaries have played a defined role in assisting educational processes in specialist fields. Their didactic functions may include those of summarizing accumulated knowledge, assistance in knowledge organization and control over new information. The article focuses on educational aspects that terminologists either take into account or may want to consider when creating dictionaries dedicated to specialist communities. The dictionary maker may program didactic functions in each of the creation stages: cognitive, semantic, and aesthetic. Novelties may come from linguistics and from related disciplines. When considering didactic functions throughout the dictionary making process, specialist terminographers may create more effective language tools. These instruments may facilitate field communication while answering educational needs in specialist communities.

Irina Oukhvanova
Belarusian State University, Minsk, Belarus
Jan Kohanowski University, Kielce, Poland
oukhvan@bsu.by

Discourse Expertise in the Field of Political Communication

Discourse Studies and Communication Studies are two different though overlapping research directions, and *Discourse Linguistics* is at their intersection. Our research interests lie in Discourse Linguistics, which being an interdisciplinary and intra-linguistic field, has been theoretically and methodologically grounded in a number of linguistic disciplines (e.g. textual, functional, ethno-, pragma-, cognitive). It has been not only borrowing research methods of both qualitative and quantitative nature from Social sciences and the Humanities at large but also developing its own set of approaches. Grounding and borrowing presuppose sharing and giving, and Discourse Linguistics is open to this, focusing on both theoretical and applied knowledge. Where is *the domain of discourse expertise* then? Although it may seem evident that this is the field of applied linguistics, its development highly depends on the theoretical basis of linguistics and beyond. The causal genetic approach (CGA) to theoretical modeling of different types of discourse (political discourse included) is an integral approach, which has brought to Discourse Linguistics a number of discourse expertise oriented theories and, thus, new research categories of a cluster type, namely, discourse picture of the world, discourse picture of communicative corтеge behavior, and discourse portrait. Within the approach, a number of new reconstructing techniques have been elaborated and applied focusing on paradigmatic and syntagmatic mapping (i.e. cognition processing maps) of discourse content.

The aim of the presentation is to draw attention to discourse as a cluster type object, which carries different types of information packed within certain *functional keys*. These keys are specific *methods* to be studied and applied by experts in

different types of discourses to solve their specific goals. We aim at demonstrating the scope of possibilities of the methods elaborated within CGA on the example of discourse expertise in the field of political communication.

Key words: Discourse linguistics, discourse expertise, CGA methods, political discourse

Solveiga Ozoliņa
University of Latvia, Latvia
solveiga.ozolina@lu.lv

History of English Studies at the University of Latvia (1919 – 2000)

The present paper investigates the development of English philology at the University of Latvia (UL).

The evolution of English studies can be subdivided into 3 periods: 1919 – 1940, 1945 – 1990 and 1990 – 2000. Each period has its specific historical background which had influenced the linguistic thought. The years of WWII have been excluded from the study because English was ousted from UL curriculum. During the 20s and 30s English studies was incorporated in the department of German philology of the Faculty of Philology and Philosophy. Latvian linguists (A. Karlson, E. Turkina) and the invited English professors (W.S. Wilson, W. Matthews, W. Hunter-Blair) prepared lecture courses and publications in theoretical phonetics, grammar, history of language, however in-depth research in English studies cannot be traced.

Due to the unlawful deportations in the 40s and massive emigration of the Latvian intelligentsia UL lost almost 70 per cent of the academia. In 1945 the University was deprived of its academic autonomy and independent research. From 1950 to 1958 English and German departments were closed. New developments in UL were introduced after 1961 decision (No 215) 'About Foreign Language Introduction in Higher Educational Institutions' which resulted in impressive student enrolments in the newly established Faculty of Foreign Languages (1965). All doctoral theses written in Russian, with English examples were defended in Moscow and Leningrad (St. Petersburg).

After the regaining of independence in the 1990s extensive research in English studies was initiated in applied linguistics: pragmatics, lexicography, corpus linguistics in particular.

Key words: history, English philology, the University of Latvia

Piotr Romanowski
Warsaw University, Poland
p.romanowski@uw.edu.pl

Prospects and Challenges of Differentiation in Bilingual Programmes – the Case of Polish Secondary Education

Although the tradition of bilingual education is well-established in Poland reaching back at least 40 years, recently there has been observed an even more increased social demand for such instruction. As a result, bilingual secondary schools have

mushroomed, however, a huge differentiation has been observed in terms of offered programmes. Hence, the following prospects and/or challenges arise and merit further consideration:

- plurilingualism through bilingual education: the potential for developing learners' and teachers' awareness of plurilingualism and its benefits during bilingual education needs to be considered,
- expansion of bilingual education: there is a need to consider a variety of ways in which bilingual education or CLIL can be extended to other learners,
- bilingual programmes in other languages: the presence of other languages as the languages of minorities allows for an extension of bilingual education to members of minorities but also to members of the Polish majority,
- the uniformity of programmes and syllabuses (their content) used across the country,
- the qualifications of instructors – should there be any requirements regarding university programmes/courses for future teachers,
- teaching methodologies utilized in bilingual education - how to develop effective methods, approaches and techniques.

The potential challenges as well as problems were diagnosed on the basis of a questionnaire provided to 100 teachers of bilingual schools. The collected data was analyzed both qualitatively and quantitatively and the results will be discussed and presented graphically as diagrams and charts.

Key words: differentiation, bilingualism, CLIL, plurilingualism, immersion

Gunta Rozīņa

University of Latvia, Latvia

gunta.rozina@inbox.lv

Indra Karapetjana

University of Latvia, Latvia

indra.karapetjana@lu.lv

Soft Skills in World of Work: Applied Linguistics' Approach

As a result of ethno-cultural and economic contacts that take place between different countries, the 21st century has set new guidelines, known as transversal skills, for employability worldwide. Communication between specialists representing different areas and occupations demands specific competences required by innovative employment systems. It, to a certain extent, has an impact on the world-wide use of English as an instrument for multinational communication. Thus, the current research attempts to explore some of the key strategies that are required by the world of work, which tends to determine employability of tertiary level graduates with hands-off experience. On the other hand, the study analyses the cross-disciplinary skills that tertiary level learners expect to acquire whilst their academic studies.

The goal of the present analysis is to examine selected educational strategies that are cross-disciplinary in nature and that address the phenomenon of 'transversality'. From the practical perspective, the study illustrates the key cross-disciplinary skills that are vital, from the learners' point of view, for increasing the youth's employability nowadays. The research is approached from the perspective of qualitative study, but, to support a number of presuppositions, it involves certain

elements of quantitative study. The analysis is administered by the case study as a research method; it draws conclusions, which support the presupposition that the 21st century's employability is based on the manifestation of cognitive strategies, application of novice content knowledge, and competent transition of academically acquired knowledge and skills into the world of work.

Key words: transversal skills, cross-disciplinarity, career readiness

Clara Sarmiento, Sara Pascoal
Polytechnic Institute of Porto, Portugal
clarasarmiento@gmail.com
sara.cerqueira.pascoal@gmail.com

Intercultural Polyphonies Against the 'Death of Multiculturalism': An Essay on Concepts, Practices and Dialogues

This conference approaches intercultural competence and the concept of interculturalism as movement, communication, dynamics, with the purpose of discussing their pragmatic consequences in academia and society. We propose to examine some practices and strategies of cultural interaction, in their perpetual movement, in a dangerous but stimulating indefinability of limits.

In contemporary cultural diversity, past and present, global and local, converge in the analysis of concepts and objects closely related to on-going political, economic, social and cultural transformations. Scientific research is also an area of intersections, of permanent cultural translation, that is, of reinterpretation, of repositioning of symbols and signs within existing hierarchies. This reflection on intercultural competence favours contextualized interpretations that, in their uncertainty, are likely to produce new hypotheses, theories and explanations.

The concept of interculturalism is compared to the concept of multiculturalism, frequently analysed under an ontological approach, as an existing or desired social reality, and widely subjected to a political-ideological study. Conversely, interculturalism is a hermeneutic option, an epistemological approach. There are political implications when distinguishing multiculturalism from interculturalism, which undermine the essentialist tendency of multiculturalism, by building a perception of connection, interaction and hybridism.

Intercultural competence is to be practised both 'at home' and abroad, since its scope may encompass the relations between geographically distant cultures, as much as between marginal and mainstream, rich and poor, erudite and popular cultures, all within the same society. It is then possible to understand the diversity of human experience as well as the risk it faces of – due to the limits and exclusions imposed by isolated areas of knowledge – wasting fundamental experience. The concept of interculturalism used here is a palimpsest, an intertextuality with other discourses and texts from the past and the present, that will, in turn, be used in future discourses and texts, through a permanent translation.

Key words: discourse, intercultural, competence, intertextuality

Irina Sokolova
University of Latvia, Latvia
iramarose@yahoo.com

Communicative Competence Development: Emotion Management

This research has been undertaken to explore the interaction of communicative competence components and its affect on the quality of conversation and decision making, and thus, the outcome of the talk. The latter is dependent on the theoretical and practical knowledge and skill as well as the readiness to participate in the act of communication in the variety of socio-cultural contexts our present world offers; hence the necessity to study the essence of communicative competence and its development. The role of motivation, interpersonal sensitivity and ethical responsibility are in focus of the present research. A case study was chosen as a method of research which included the implementation of the Intelligent Tutoring System in creating an effective learning environment, the development of the teaching/learning process and its assessment mechanisms.

Margarita Spirida
University of Latvia, Latvia
ritaspirid@gmail.com

The Presentation of Latvia in British News

The present research is a part of a long-term project on the analysis of national representation. The term national representation is directly related to the concept of social representation proposed by Serge Moscovici in 1973 and is used by Develotte and Rechniewski (2001) to refer to the knowledge systems about other nations and nationalities. Considering that CDA studies are often criticized for circularity of interpretation and subjectivism (Clark, 1992; Hunston, 1999, 2002; Stubbs, 1997, 2001) because of the top-down approach, which starts with a theoretical framework and then applies it to a specific text, the present research is envisaged as a corpus infused study with the bottom-up approach and for that purpose a corpus of British News of 200 million words has been selected. The corpus contains the news stories from each of the four major British newspapers: Guardian/Observer, Independent, Telegraph and Times published in 2004. The present research aims at determining the collocational patterns, focusing on the semantic groupings and collocational patterns of the premodifiers, which may perform the function of 'specification' (Thompson, 1996a: 181) and are functionally divided into four groups: the deictic, the numerative, the classifier and the epithet. The present research focuses on such lexical subcategories as the classifier and the epithet, the latter being attitudinal and experiential.

Key words: national representation, collocations, premodifiers, British News

Stefanie Stadler
Nanyang Technological University, Singapore

Language Choice as Conflict Trigger

Although it may seem like a harmless and inconspicuous thing, but the choice of working language is strongly associated with power, influence and emotional issues. While English is often seen as a ‘natural’ choice and is typically adopted as a shared working language, the fact that it is the most common lingua franca, does not and should not make it an automatic choice. Language is a sensitive issue that often carries a strong emotional involvement, hence the automatic adoption of English as a working language ruffles feathers and therefore hampers with smooth and functioning working relationships.

In this paper I will take a close look at the choice of a working language in intercultural collaborations and its potential to trigger conflict. Conflict can be triggered by nearly everything and, in fact, my previous research has uncovered that it is often the most subtle and inconspicuous things that can cause the most friction and harm. In this paper I will therefore examine how language choice and conflict are interlinked and the impact that the selection of a working language can have on business relationships.

Yulia Stukalina
Transport and Telecommunication Institute, Latvia

Olga Zervina
Transport and Telecommunication Institute, Latvia

E-Learning Activities to Be Integrated in the ESP Blended Course With Due Account for Various Learning Styles

The subject-matter content of the ESP course is closely associated with a particular discipline. Students’ language skills and their intercultural awareness may be developed in the context of specific practical activities. In the framework of the ESP blended course, face-to-face activities are supplemented by online and multimedia constituents that go beyond the classroom environment. Integrating e-learning activities in the ESP learning process is aimed at significant intensification of students’ acquisition of the four basic language skills, and development of students’ linguistic, sociolinguistic and communication competences. The success of the blended ESP course depends much on the adaptation of students to the use of Internet-based resources for language learning. Students attempting to master Professional English differ in the rate of language acquisition and the ultimate level of proficiency. Individual learner’s differences include learning styles, which can determine the teacher’s and learner’s choice of language learning activities, which in turn, may influence the rate of acquisition and the level of achievement. So the success in language acquisition is supposed to be related to prospective choice of learning activities leading to ultimate achievement. The aim of the study is to investigate the relationship between students’ learning styles and the choice of e-learning activities integrated in the blended ESP course. The research population includes students from three different faculties of Transport and Telecommunication Institute: Faculty of Computer Science and Telecommunication, Faculty of

Management and Economics, Faculty of Transport and Logistics. In this study, Harmer's classification of learning styles is used.

Svetlana Ulanova
Moscow Lomonosov State University, Russia
svetlana.ulanova@yahoo.com

Recategorisation of Functional Words in the English Language

The part-of-speech transition of words from one class to another is remarkably widespread in different languages, especially in English due to its analytical character. This phenomenon is usually viewed as a kind of word formation and there are a number of terms for it, e.g. conversion, zero- or affixless derivation, etc. I call it recategorisation, because, to my mind, this notion reflects both the human activity and its result. The activity aims at naming things (onomasiological approach), consists in the transfer of an object from one category to another, is based on the cognitive mechanisms of categorisation and conceptualisation and results in the word class change of a lexical unit.

The paper focuses on the process of recategorisation in the English language, which is analysed from cognitive and pragmatic approaches. The study is based on the hypothesis that though the functional words belong to the closed classes system, they can change their status in the process of communication. The research of the cases of recategorisation of functional words into notional ones proves that the grammatical system of a language isn't set in stone, it is a dynamic system influenced by the human being, the inner laws of a language and the sociocultural context.

Andrejs Veisbergs
University of Latvia, Latvia
andrejs.veisbergs@lu.lv

Translation Paradigms (Defensive and Defective) in Latvia during the First Independence Period (1918-1940)

Latvia's brief period of independence (1918/20-1940) saw book publishing on a massive scale. The range of source languages was growing, with English slightly ahead of German in the pre-war years (German was also the main intermediary language), and French and Russian following. The literature translated was also extremely varied, as was quality. The choice of works to be translated was very much in the hands of translators and publishers, who in turn thought of marketing interests. With the advent of cheap books, print runs grew longer and high-quality literature became accessible to a broader public. The authoritarian system since 1934 gently pushed the media in the direction of more substantial and classical values. Print runs were not very long: averaging around 2000. The percentage of translations seems to fluctuate widely, but in the domain of novels, translations always numerically surpassed native production.

Two attitudes could be seen working in combination: the defective stance against the alien (absorbing into Latvian everything that is missing) and the defensive one (defending and absorbing through transformation). Usually this was done through the translation and dissemination of new ideas. Translation was used as a way of

influencing the target culture and furthering literary, political and personal interests. The various people involved in this process can be viewed as agents of translation.

A large number of translators were also writers in their native Latvian, many were highly notable ones, but members of other professions frequently produced specialised translations as well. Some individuals gradually become professional translators from the favourite source languages. Translator visibility grew over time and depended on the status of the work translated. Visibility was high for high-quality texts and lower for the lower end. Translation criticism, however, remained very limited, mainly focusing on the quality of the Latvian, and lambasting pulp-literature translation in general.

Key words: translation, Latvian, source language distribution, translators, publishers, criticism, visibility

Zigrīda Vinčela
University of Latvia, Latvia
zigrida.vincela@lu.lv

Canadian Dollar in the Texts of Different English Language Varieties

The slang name of Canadian dollar *loonie* (one dollar coin) is a Canadianism that occasionally occurs in news articles (e.g. in the title of the article published in *The Globe and Mail* ‘Loonie makes like Lazarus’: Why the Canadian dollar is on such a roll’). While *loonie* is obviously taken for granted by Canadians, there is no research on its occurrence in different English texts published not only in Canada. The goal of this presentation is to find out the use of *loonie* in Canadian, American and British English corpora adapted for web access at Brigham Young University: *The Strathy Corpus of Canadian English* and the *Corpus of Contemporary American English* as well as on the Internet as a corpus. The obtained results have uncovered that *loonie* is predominantly found in the contexts of the discussion of monetary issues in mass media texts – magazines and news in the mentioned corpora. Even if it is less frequent in American texts, findings confirm that *loonie* tends to go beyond Canadian texts and thus, as Davies (2005: 45) has stated ‘... few of us are cocooned from [...] vocabulary of the major international varieties of English’. These findings therefore call for more detailed research of the use of *loonie* in other corpora displaying various text types of different varieties of English.

Key words: Canadianism, slang, corpus, frequency. English language varieties

Anna Yunatska
Zaporozhye National University, Ukraine

A Sociolinguistic Approach to *Machismo* and *Marianismo*

The proposed paper addresses the problem of interrelation of gender roles and identity in Hispanic immigrant communities in the United States. Two polar concepts of *marianismo* and *machismo* (female and male national character) are put into the

centre of the research. They are explored from the perspective of gender role (perception and understanding) change in the course of integration into the U.S. society. It is emphasized that due to the assimilation process, representatives of various U.S. cultures go through the acceptance or rejection of their home and host identity. The purpose is to study the main changes Hispanic gender roles have undergone in the U.S. society and the way men and women preserve or switch their gender roles through embracing or rejecting other values of the American society. A special focus is on the link between the 'heritage culture' and identity, on how immigration can stipulate identity deconstruction based on various factors, including the role of bilingualism in *dual culture*. The paper elaborates on the role of Hispanic identity in defining the gender roles. The evolution of the Hispanic gender national character is studied based on fictional and non-fictional works of Latina/o immigrant writers. The main objectives of the proposed paper are: to conduct gender-sensitive research of the Anglo and Latino discourse and narrative; to conduct a comparative study of Anglo and Hispanic gender roles and values; to study the degree of Hispanic assimilation in terms of their gender roles, identity and language preference.

Key words: marianismo, machismo, Latino, Anglo, gender identity