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TOPICAL ISSUES OF LINGUISTICS AND TEACHING METHODS IN BUSINESS AND PROFESSIONAL COMMUNICATION

Collected papers
XI International Research Conference

2024

Springer Proceedings in Humanities and Social Sciences

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Elena N. Malyuga
Editor

Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication

Proceedings of the 11th International Conference on Topical Issues of Linguistics and Teaching Methods

Springer

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ISSN 2948-2526 ISSN 2948-2534 (electronic)
Springer Proceedings in Humanities and Social Sciences
ISBN 978-3-032-06296-3 ISBN 978-3-032-06297-0 (eBook)
https://doi.org/10.1007/978-3-032-06297-0

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Introduction

This volume of conference proceedings is not only a testament to cutting-edge research in the field of linguistics, but also a tribute to the scholarly legacy of Professor Elena Malyuga—an eminent figure in functional linguistics and one of the foremost voices in the study of professional communication and discourse.

The volume is dedicated to Professor Malyuga in honour of her anniversary, marking a significant milestone in the academic life of a scholar whose contribution to linguistic science and specialist higher education continues to guide the development of applied linguistics both in Russia and internationally.

Professor Malyuga, Doctor of Philology and Full Professor, Head of Foreign Languages Department of the Faculty of Economics at RUDN University, is a scholar whose work has significantly impacted modern linguistic science. As Chair of the National Association of Teachers of Foreign Languages for Business and Professional Communication, as well as Chair of the Higher Attestation Commission's Expert Council on Philology and Arts, she plays an outstanding role in setting academic standards and advancing scholarly thought across linguistic disciplines.

Her contribution to the development of functional pragmatics and professional and business discourse studies is unparalleled. A prolific author, she has published over 350 works. In addition to her scholarly achievements, Professor Malyuga demonstrates a deep commitment to education and mentorship, having received national recognition for her academic excellence.

Professor Malyuga is the Editor-in-Chief of the peer-reviewed journal *Training, Language and Culture* and of *Issues of Applied Linguistics*, as well as a member of editorial boards and a dissertation council, where she continues to support scholarly dialogue.

The present volume brings together a selection of research papers that reflect the state of contemporary linguistic inquiry, with a particular focus on functional approaches to language, professional discourse and language pedagogy. This collection is the outcome of an international conference that convened scholars, educators, and practitioners from across the globe—each contributing to the exploration of language as a vehicle of meaning and cultural negotiation.

The volume's scope is broad yet thematically unified by a shared emphasis on applied linguistic research. Among the contributions are studies on teaching economic terminology to translators, the integration of problem-based learning into academic vocabulary instruction, the linguistic analysis of African folktales as carriers of cultural code, and the application of andragogical principles in foreign language education for older adults. These studies offer both theoretical frameworks and pedagogical strategies, presenting readers with models that are academically diligent and practically oriented.

Notably, the articles traverse the confines of disciplinary and cultural investigation: from discourse cohesion in postcolonial Nigerian children's literature to the educational implications of teaching English and Spanish to senior learners under the Moscow

Longevity Programme. Each paper demonstrates an acute awareness of the social functions of language and the role of linguistic competence in sculpturing professional identity, cultural understanding, and pedagogical success.

This volume will be of interest to a wide audience: researchers in linguistics, translation studies, discourse analysis, and language pedagogy; educators involved in training future translators and language teachers; curriculum designers who want to integrate functional and pragmatic approaches; and policymakers focused on lifelong learning and inclusive education. Its value lies in both its scholarly contributions and its real-world relevance, particularly in domains where language learning intersects with global communication, aging populations, and multicultural education.

Crucially, the intellectual spirit that informs the volume is deeply aligned with the scholarly school developed by Professor Malyuga. The contributors' focus on functional pragmatics, terminological variation, stylistic modelling, and discourse strategies not only echoes the foundations laid by Professor Malyuga but also demonstrates the continued vitality of her approach. The volume thus stands both as a collective scholarly endeavour and as a testament to her influence: her work has not only defined the trajectory of academic conversations but also enabled and inspired a new generation of inquiry at the intersection of language, function, and professional practice. Each contribution is, thus, a reflection of the intellectual diversity that characterise the academic community shaped, inspired, and supported by Professor Malyuga's scholarly vision.

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Language Globalization and the Russian Language: Impact and Trends

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Abstract. The article examines the impact of the process of linguistic globalization on the Russian language, and analyzes current trends in its development. Globalization, as a phenomenon, changes the languages of the world, and the Russian language is no exception. The author explores how global technologies, mass media and the Internet are making changes to the vocabulary, grammar and phraseology of the Russian language. The article discusses the processes of borrowing and adapting foreign words and expressions in the Russian language under the influence of global communications and intercultural exchange. The author reveals how these changes affect the linguistic identity of Russian speakers and the cultural aspects of the language. The article examines the challenges faced by the Russian language in the context of globalization and discusses the issues of preserving Russian linguistic identity and cultural heritage. The author emphasizes the importance of preserving and developing the Russian language in the modern world, despite the changes caused by globalization. The article presents an overview analysis of the impact of linguistic globalization on the Russian language and serves as the basis for further research in this area.

Keywords: Language Globalization · Influence · Universalization · Unification · Interpenetration · Global communications

1 Introduction

In the contemporary world, shaped by globalization, numerous profound changes are taking place, one of which is the globalization of language. As global connectivity expands, information technology proliferates, and diverse cultural groups merge, the linguistic landscape across the globe is also evolving. Languages, as a key tool of communication and cultural expression, are exposed to a variety of factors related to globalization.

1.1 Relevance and Expediency of the Topic of the Article

The study of the problem of the influence of linguistic globalization on the Russian language is relevant and appropriate in the modern world. This is due to sociocultural

© The Author(s), under exclusive license to Springer Nature Switzerland AG 2025
E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_1

changes, economic impact, changes in education, the need for adaptation, issues of cultural understanding, technological changes, political significance and preservation of cultural heritage. Examining these aspects can provide a deeper insight into the changes occurring worldwide and aid in the development of strategies to effectively address these changes, particularly in relation to the Russian language.

This article aims to analyze the effects of globalization on the Russian language, explore socio-cultural transformations, assess the economic significance of language, examine its influence on education, identify emerging trends and future prospects, offer recommendations, gather data, and utilize information resources, the formation of a comprehensive understanding of the problem, and the determination of the practical steps.

The purpose of the article is to study the impact of linguistic globalization on the Russian language in order to understand the changes, assess the impact on the socio-cultural sphere, analyze the impact on education, understand current trends and formulate recommendations to support the sustainability of the Russian language in the context of global linguistic transformations.

The appearance of the term "globalization" and its introduction into scientific and public vocabulary do not have a clearly defined time frame. The term is most often associated with the name of the Anglo-American sociologist R. Robertona (Robertson, 1987). In 1983, he used the term "globality" in the title of one of his articles, in 1985 he provided a detailed definition of the concept of "globalization", and in 1992 he presented the basics of his concept in the book,, "Globalization. Social Theory and Global Culture" (Valyansky, 2005). However, some scientists believe that for the first time the word "globalization" came into active use in the scientific works of French and American authors in the 60s of the XX century. "winged words are figurative, apt expressions, sayings that have come into common use." (Valyansky, 2007).

In any case, the term is widely known today. It describes "the process of the ever-increasing impact of various factors of international importance (for example, close economic and political ties, cultural and information exchange) on the social reality in certain countries." (Robertson, 1987). The famous Russian philosopher S. Panarin defined globalization as "the process of weakening of traditional territorial, socio-cultural and state-political barriers that once isolated nations from each other, but at the same time protected them from disintegrated external influences, and the formation of a new (non-protectionist) system of international connectivity and interdependence" (Panarin, 2000).

Globalization, as a phenomenon, is usually associated with the modern society and its impact in various fields such as economics, politics, culture and language. Nevertheless, the history shows some similar processes in the life of societies of different eras. For example, in the era of Hellenism, that inherited the conquest of Alexander the Great, the Greek culture and language united almost the entire civilized part of the world. Greek has become a universal language in culture, science and international communication in a vast area from the Mediterranean to India. Some Greek terms and concepts have become a part of other European languages, and some have become an integral part of these languages.

Similar processes can be observed during the Roman Empire, where Latin became the language of culture and science. Even after the division of the Roman Empire, Latin continued to be the language of the Christian Church and was used in scientific terms, medical prescriptions and other contexts. These linguistic traditions influence modern languages and fields of knowledge.

The British colonial era dominated the creation of similar situations related to the influence of the English language. Even after the collapse of Britain's colonial empire, English remained the most important means of international communication. Despite the diversity of languages and cultures in the world, English has become the language of communication for many people. Linguist L. Cirlina says that "the language becomes global not because of its structure or lexical richness, but due to the political influence of its speakers (Tsirlina, 2004).

According to the study of the famous English linguist D. Kristall, more than a billion people in the world speak English, and only a quarter of them have it as their native language. Most people use English as a second language for everyday communication or for business purposes. Similar processes can be observed in relation to the Russian language, which evolved into a universal tool for various aspects of culture, science, and interethnic communication within the Russian Empire and the USSR. Such "common" languages will continue to appear in the world, and this should be seen as a natural process. If we view language globalization as a methodical process rather than a coincidental result of time, we might be able to identify a certain pattern in this phenomenon. We believe that the main characteristics of linguistic globalization are as follows: (1) interpenetration, when a single language (or one of its constituents) is crucial, (2) universalization, and (3) unification. Let's take a closer look at each of these components.

2 The Main Characteristics of Language Internationalisation

Universalization implies the development of a common, worldwide system of widely accepted and understood linguistic elements. One example of this universalization is the growing push to standardise terminology throughout the sciences and other fields of knowledge. "There is a long-standing need to unify knowledge and standardize terminology, even within the same scientific fields. Solving these problems can radically change the process of scientific research, the view on the nature of knowledge and contribute to the development of systems that will facilitate scientific research. This, in turn, can improve mutual understanding between specialists in different, narrow fields of knowledge and, without a doubt, lead to new discoveries." (Crystal D. 2001) We view the universalization of language and science as an integral part of a broader global process. This perspective aligns us with authors who, while recognizing the natural flow of this global movement, also consider the potential influence of various international institutions in shaping its course.

In other words, the universalization within globalization is both a consequence and an outcome of complex interethnic and intercultural dynamics. When one of the ethnic groups dominates, universalization presupposes the equality of all participants in the communication process. "from the perspective of this understanding of universalist thinking, specific global problems can be solved"(Markova, 2003).

Universalization, on the other hand, encompasses a broader and more spontaneous process in which various elements of culture and language naturally penetrate into other languages and cultures without special conscious intervention.

Unification, unlike universalization, is often associated with a volitional decision and is carried out as a result of political actions or agreements. Examples of unification are the establishment of common customs clearance rules to simplify international trade and the establishment of common standards for rails in railway transport industry in Europe.

In the language, unification can manifest itself, for example, through the use of diplomatic languages for the execution of contracts and documents, for an instant, French in diplomacy. Also, Unification in language can involve the standardization of official document texts in accordance with state regulations and educational materials, resulting in the use of consistent phrases, terms and other standardized elements in an official business style.

The official business style can also serve as an example of unification in the language. "The unification of the texts of official documents is carried out on the basis of state standards and other instructional materials" (Filippova 2009). Unification requires the use of the textual formulas—stable patterns, phrases, sentence models, terms, accepted abbreviations, symbols of units of measurement, etc.

The unification process covers all aspects of the language, including vocabulary, morphology, syntax and text structure. The unification of language and scientific terminology is a part of the overall process of globalization, which includes a complicated interaction between different cultures and languages.

The interpenetration of languages is an active process that includes the study of other cultures through contacts with their representatives. Modern mass media and the Internet make cultural phenomena accessible to users around the world.

However, it should be noted that globalization also has its negative aspects, as it can lead to the loss of national cultural characteristics and languages. An example is the dominance of American culture and the English language, which can lead to the loss of uniqueness of some national cultures and languages. Some followers of anti-globalization fear that such a process will lead to the destruction or change of national cultures and linguistic traditions.

One of the early anti-globalist movements in Russia can be seen in the Slavophiles. They called for a return to historical roots, traditions and Slavic ideals, which contributed to the revival of national identity. Slavophiles also actively collected and preserved the Russian cultural and linguistic heritage, for example, P.V. Kireevsky created "Collection of folk Songs", and V.I. Dahl developed "Dictionary of the living Great Russian language." (Platonov, 2009). Kireevsky emphasized "that everything that hinders the proper development of Orthodoxy also hinders the development of the Russian people." The study of ancient languages, such as ancient Greek and Latin, in classical gymnasiums in the late 19th and early twentieth centuries left traces in the modern processes of globalization. In the context of language learning and teaching, globalization means spreading elements of a language, such as vocabulary and structural models, beyond its original use.

Globalization in modern language manifests itself in the following processes.

1. The process of borrowing terms and concepts from foreign languages is due to the dominant position of English-speaking countries in world affairs. This leads to the "spread of English as a "status" and "professional" language, and as a result, the globalization of English affects almost all other languages." (Berdnikova, 2009). Contacts. The implementation of English words into other languages is considered a natural process, but recently the border between moderate and excessive borrowing of words has become blurred.
2. Using abbreviations is a productive way to create new words in Different European languages, including Russian, feature abbreviations—words created from shortened bases or a combination of shortened and full bases, known as complex abbreviations. The prevalence of abbreviations is rising, along with their increased usage in everyday speech. This is because abbreviations better meet the pragmatic needs of modern society. This trend is a part of globalization and is a convenient and multifunctional means of communication.
3. Unification is a process where one element of a two-word expression evolves into an independent word. This results in the creation of new terms that function as standalone expressions alongside the original two-word phrases. This phenomenon is a key aspect of globalization and is present not only in the Russian language but also in many other languages. These new words can be used both in spoken language and in printed texts and fiction. The use of unification allows the speaker to save effort when speaking by reducing complex nominative expressions.
4. The structure of the Internet metalanguage is clear and includes three main lexical groups: 1. general Internet vocabulary, 2. slang and 3. original expressions. These groups attract the attention of specialists from various fields, including linguists, psychologists, educators, mathematicians and literary critics.

   Internet-wide vocabulary often contains specialized terms and Anglicisms related to computers and the Internet. Here you can observe both English spellings and transliteration. For example, on sites with advertisements related to work and services, you can find a variety of structures that include words in English and their Russian-language counterparts, as well as composite words that include English elements and are used in Russian. This multilevel language implies the use of both Cyrillic and Latin alphabets.

   Computer slang is also saturated with Anglicisms, many of which are borrowed from English computer jargon. Words such as " геймер " and " думер " come from the English words "gamer" and "doomer", respectively, and create a specific lexical foundation. When the Russian language borrows some words from other languages, it is often accompanied by a change in their forms in accordance with Russian grammar. For example, the word "zip" (archiving program) turns into "зиповать," "зазипованный," and "зиповский," and "user" (user) becomes "юзер" and "юзерский."
5. Creating an advertising language that reveals similarities in the developed languages of the world. This advertising language is characterized by the following features:
   a. The use of the new word formations to create expressiveness in the language.
   b. The use of the original graphic means to form images of goods.
   c. The conscious creation of unique syntactic constructions (slogans) capable of conveying the idea of a product briefly and accurately.

In different historical periods, advertising slogans have changed depending on economic and social conditions. During the planned economy in the USSR, slogans were of a general nature, such as "Soviet means excellent," and there was no special emphasis on the brand promotion. However, with the advent of the competition in the economy, new technologies and techniques, slogans have become an integral part of advertising in different areas of our lives.

All developed languages follow the same principles when creating advertising slogans, using similar lexical and grammatical models. This is due to the desire for psychological identification and easy recognition of the product. For example, word-play and the use of stable expressions in advertising contribute to the rapid popular-ization of the slogan, as in the case of "Inblinoveritas" (an advertisement of pancake stalls "Teaspoon" in St. Petersburg) or "Real Russian fastfood" (an advertisement of the bistro chain "Pancake Donalts" in St. Petersburg).

The use of numeric elements in advertising slogans improves their recognition and memorability. For example, in the slogan "36.6 - 366 days a year" for the magazine "Family Doctor" or "XXI 100% desires" for the magazine "Men's magazine XXL," numbers play an important role in attracting attention.

"New words used in slogans often contain meaning that promotes persuasion and the formation of positive associations with the product. These new words should evoke the desired associations and be associated with the positive emotions," (Popova, 2008). For example, the inclusion of verbs in the imperative mood and new verbs-neologisms in slogans such as "Don't slow down!" and "Have a Snickers!" is aimed at attracting attention and creating a positive perception. Visual and sound effects are also used to enhance the impact of the slogan. For example, slogans accompanied by audiovisual effects may be more attractive and easier to remember.

6. With the growth of the Internet, more and more people—including individuals who had never written before—have begun to actively participate in online spaces such as blogs, chat rooms, and social networks. Although this has made writing more accessible to a larger range of demographics, it might also lead to the decline of long-standing spelling and punctuation conventions.
7. Internet language effect causes spelling changes in advanced languages. One example of this is the "Albanian language," an online style that intentionally departs from Russian spelling rules while maintaining phonetic coherence. Around the turn of the twenty-first century, this style became popular in Runet and is frequently used in blog comments, chat rooms, and forums. A similar phenomenon exists on the English-speaking Internet, known as LOLspeak.
8. Internet communication, which is not limited by censorship, can lead to the formation of a non-literary writing style due to a variety of social, geographical and educational factors. As a result, it is possible to observe the spread of grammatical errors of various kinds in written and oral speech. These errors may be related to the verb control, the use of comparative forms of adjectives and adverbs, numerals, prepositions and other linguistic constructions. In addition, some traditional grammatical constructions may fall out of use, including constructions with participles, adverbs and secondary prepositions.

Globalization and changes in the world, such as political reorganization and the development of Internet communications, contribute to global language changes.

They bring people of different cultures together and allow them to share information, which stimulates changes in languages and communication styles. It is important to evaluate these changes from the standpoint that they are the inevitable results of the growth of the contemporary world, more mobility, and cross-cultural interactions.

The process of globalisation cannot be tightly regulated and shouldn't be restricted. Nonetheless, it is feasible to establish specific "rules for online interaction," as has been done in certain cases, to control the use of abusive language, improper quotations, anti-spam policies, and other infractions of a similar nature. However, in most cases this is ineffective, as users will write in a way that is convenient for them, otherwise virtual communication will lose its value. Online communication is not limited to the transmission of information; it also serves as a means of self-realization, and attempts to strictly regulate this process will be useless.

3 Results

1. Globalization is an integral part of the modern world, and it has a significant impact on the Russian language.
2. The spread of English and Anglicisms in the Russian language indicates the dominant role of the English language in world communication.
3. Globalization is also accompanied by phonetic changes, changes in the syntax and grammar of the Russian language, which is a consequence of the influence of other languages and cultures.
4. Socio-cultural aspects of globalization include the strengthening of cultural exchange through language and the influence of global trends on Russian society.
5. In the modern world, the Internet and media play an important role in the processes of globalization, strengthening the influence of the world culture on the Russian language and consciousness.
6. The study of globalization in the language is important for better understanding changes in language dynamics and socio-cultural processes. It helps linguists, cultural scientists and social scientists to understand the modern world more deeply.
7. The research in this area should be continued in order to study in more detail the impact of globalization on the Russian language and culture.

4 Conclusion

In conclusion, globalization has a significant impact on the Russian language and society. The processes of universalization, unification and interpenetration with other languages are becoming increasingly relevant. Anglicisms and phraseological phrases are becoming an integral part of the modern Russian speech, which indicates the dominant role of the English language in the world communication. The socio-cultural aspects of globalization in the Russian language include both positive and negative aspects. Global exchange through language contributes to a deeper understanding of other cultures and wider access to world information. However, there are concerns about the loss of linguistic and cultural identity. Modern phenomena such as the Internet and media complement the processes of globalization, strengthening the influence of the

world culture on the Russian language and consciousness. These changes highlight the importance of studying globalization in the language and society. In the world where communication is becoming more global, understanding the impact of globalization on the Russian language will help us preserve the richness and diversity of the language, despite all the changes. In order to achieve it further research and discussions in this area are required in order to better understand and adapt the language to modern challenges and opportunities.

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Teaching Economic Terminology Within the Framework of the Interpreting Course

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Abstract. The paper tackles the role and methods of teaching economic terminology in the course of consecutive and simultaneous translation. The authors consider some of the generally accepted methods of interpreter training and propose a set of exercises that allow students to learn English-Russian correspondences and automate their translation skills in the most effective way, as well as to acquire relevant knowledge of the subject area. Accurate translation of terms is one of the key indicators of an interpreter's professionalism. At the same time, even written translation in this area can be challenging due to differences in the scope of concepts in Russian and English research, synonymy and polysemy in terminology and lack of an equivalent in the target language. In interpreting, the task becomes even more complicated due to the need to find an equivalent under pressure of time. In this paper, the issues associated with the interpretation of terms are considered on the basis of the authors' experience of teaching economic terminology to students of the Faculty of Philology who have no special knowledge of economics. It analyses the effectiveness of various methods used in teaching interpreting as applied to learning special terminology. The authors also propose a number of exercises aimed at developing not only consecutive and simultaneous interpreting skills, but also those of pre-translation analysis, as well as broadening students' horizons.

Keywords: Consecutive interpreting · Interpreter training · Simultaneous interpreting · Term · Terminology of economics

1 Introduction

It is universally acknowledged that to be in demand in the modern world, a translator must first of all choose a certain specialization field and learn its ESP in general, and terms in particular. The need to understand the notions of the field in which you work has always been recognized, but today it is of particular importance (Garbovsky, 2016). On the one hand, there is an obvious development of technologies that are perceived by customers as an inexpensive alternative that provides acceptable translation. On the other hand, as translation market researchers point out, even if automatic systems cope with standard texts of general topics, the amount of source information available to them for "training" from specialized industry sources is limited, and, moreover, they are very

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E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_2

poor at recognizing the meaning when there are mistakes in the source language or factual errors (Porshneva, 2018). Thus, the services of a competent translator are still in demand, but it is no longer a matter of selecting equivalents word by word or even phrase by phrase "at the robot level," but the need to have comprehensive knowledge in a certain field.

1.1 Problem Statement

It is well known that the translation of terms is one of the key indicators of a translator's quality work. At the same time, even their written translation can cause serious difficulties caused by the different scope of concepts in Russian-language and English-language science and due to the phenomena of synonymy and polysemy in terminologies, and to a lack of an equivalent in the target language. When interpreting, these problems are complicated by the inability to carefully study the relevant terminological units in the process of work and the need to select an equivalent when one is pressed for time.

1.2 Purpose of the Study

The focus of this study is teaching economic terms at the Department of Theory and Practice of Translation of the Faculty of Philology at the Lomonosov Moscow State University. Our students' curriculum includes linguistic and general philological disciplines; special knowledge in economics is not a priority. The authors propose a set of activities aimed at integrating the terms and basic knowledge of economics in translation-related courses.

1.3 Research Questions

How to teach specific terminology during the interpreting course? (Alikina, 2017; Galskova & Gez, 2009). In general, when teaching special types of translation in a particular field, we often encounter tasks and difficulties of a different nature than colleagues from non-linguistic universities who train specialist translators. Of course, our ability to provide specialization for future translators is somewhat limited. Within the framework of an interpreting course, it is impossible to deeply study all the subject areas where graduates are likely to find employment in the future (Gavrilenko, 2004). In our opinion, what we can first of all give is certain basic ideas about a number of the largest industries, to teach the most frequently used terms, but, most importantly, to develop the skills of independent information search and instill an understanding of the need for constant self-education in the chosen field (Anisimova et al., 2021).

However, economic terms, as well as political and legal terms, are included in the interpreting course at our department (Anisimova & Pavlyuk, 2019). It should be pointed out that modern research has shown that it is far more difficult to teach a specialist, for example an economist, to translate than to teach a translator the basics of a professional field (for example, economics).

2 Research Methods

Research methods include the following: analysis; selection, deduction; hypotheses promotion and verification. The study analyses the practice of teaching interpreting at the Department of Theory and Practice of Translation at Lomonosov Moscow State University largely based on a textbook covering political, economic and legal aspects (Anisimova & Pavlyuk, 2019).

3 Study and Results

The first task to be discussed in this regard is the selection of terms. Of course, there are certain obvious criteria, such as the frequency of use of certain terms in professional discourse; giving special attention to terms which denote the basic, central concepts of this field—that is, the core of the terminological system. Typically, these two categories overlap. The textbook used includes a number of units addressing key areas of the economy (monetary relations, industry, agriculture, transport system, etc.), where general economic terms (cost, supply, budget, inflation) intersect with more specific ones (securities, haulage, food security, crude oil).

There are cases when there is no direct equivalent in the dictionary (and ideally, no clear definition of a term), when students need to find, understand and explain the meaning of a term themselves; when they are to conduct some "research", that is when they are faced with less frequent terms, neologisms, etc. In this regard, it should be stressed that the interpreting course book includes not only tasks that directly simulate situations of consecutive and simultaneous interpreting, but also has a number of other exercises, in particular, aimed at developing skills in pre-translation preparation and analysis of the subject area, as well as broadening students' horizons, for example: "The share of agriculture in the Union's GDP is just under 3%; but the sector accounts for over 6% of the employed civilian working population and is the principal source of income in many rural communities. Moreover, food, beverages and tobacco account for about 20% of average EU household consumer expenditure and form a substantial proportion of internal trade and exports of the Union". (Anisimova & Pavlyuk, 2019).

Economics terms, like other specialized vocabulary, can be integrated into many assignments for an interpreting course. Firstly, when giving a certain text for translation, we can, at the initial stage, select materials intended for the general public, where the meanings of the terms will be explained in the text itself, or they can be deduced from the context, or the text can be provided with accompanying comments. Take the term *economies of scale* as an example: "The elimination of the least competitive producers enables, however, those firms which survive to expand in the market. They are thus able: to better exploit and optimize their production capabilities, or even increase them (economies of scale); to strengthen their domestic efficiency by restructuring and concentrating their activities…" (Anisimova & Pavlyuk, 2019).

The textbook also includes industry terms, where new concepts are provided with footnotes:

"The common agricultural market is underpinned by common market organisations (CMO) which remove obstacles to intra-Community trade and create common protection

at frontiers. At present, almost all the Community's agricultural production is regulated by common organizations. Article 32 of the EC Treaty defines agricultural products as products of the soil, of stock farming and of fisheries, along with products of first-stage processing* which are directly related to these products.

*First-stage processing—a first (light) treatment, esp. to prevent decay" (Anisimova, Pavlyuk, 2019).

However, in some cases it may be more effective to let students do their own research on terms in advance as a translation-preparing task. For example, finding equivalents for the terms is not difficult, but additionally we usually ask them to define the terms and explain the meaning in their own words ("explain this to a five-year-old"): "The share of agriculture in the Union's GDP is just under 3%; but the sector accounts for over 6% of the employed civilian working population and is the principal source of income in many rural communities. Moreover, food, beverages and tobacco account for about 20% of average EU household consumer expenditure and form a substantial proportion of internal trade and exports of the Union" (Anisimova & Pavlyuk, 2019).

In case of key terms, students are asked not just to find a definition, but to find more detailed information about the concept behind the term and its relationship with other units of the terminological system (generic, specific, synonymous and antonymic relations).

One of the most common "near-translation" tasks is retelling the text in the original or target language. Unfortunately, it sometimes happens that bringing translation skills to automaticity also has a downside—students begin to translate automatically, phrase by phrase, at best sentence by sentence, but do not see the overall meaning and logic of the speaker. Retelling allows them to both improve the quality of translation from the point of view of a separate text and consolidate the system of concepts reflected in it, and also once again pay attention to the meaning of specific terms.

Another type of task that allows students to consider the meaning of a term and at the same time to demonstrate an understanding of the general context of its use is translation of sentences with individual terms and phrases (*economic convergence, cost of living, exchange rate fluctuations*). As a rule, students translate sentences made up by their peers: they know the key terms in advance, but not specific contexts.

Economic terminology, like any other, can be integrated into most tasks typical of an interpreting course—for example, when training short-term memory, where, as is known, the best results are also demonstrated when there is an understanding of the meaning of memorized units. One of the tasks can be a number of terms from one of the fields of economics (*cheque, bond, share, stock, deposit, currency, loan, option*). If you take heterogeneous terms, this will increase the complexity of the memorization task, but it seems that the cognitive effort to identify the common features in the semantics of the given terms will pay off in the long run.

Tasks for memorizing and translating sentences are close to the real situation of interpreting, but, naturally, they are most effective after a detailed analysis and practice of the translation of individual terms.

Terms familiar to students can also be included in tasks that allow them to practice forecasting translation skills, both semantic and linguistic, for example, to recover missing words. Using an example from a purely linguistic point of view, it is possible

to determine the location of a possible omission and the desired part of speech, but the final choice still takes into account the semantics of the term:

"There is a word missing in every sentence. Read the text and insert the missing word (choose from the list): have, perspective, annual, coins, slowdown, under, recent, meticulous, faced, further.

The introduction of Euro notes and marked a decisive step in the history of European integration. Thanks to preparation and to the enthusiastic welcome given by a large majority of the public, the changeover to Euro notes and coins was an unprecedented success that marked the birth of a currency area comprising over 300 million people.[…]" (Anisimova & Pavlyuk, 2019).

4 Findings

The task of a comprehensive study of economic terms is not the main one in this particular course, however, some methods of terminology can be used to teach students with both individual notions and the system of terms as interrelated units. On the one hand, some aspects of terminological studies of individual units (ambiguity, synonymy, features of hyper-hyponymic relations, features of compatibility within a terminological phrase) can and should be taken into account when choosing a translation equivalent. On the other hand, learning individual terms must go hand in hand with learning the system of concepts of the corresponding field.

5 Conclusions

The research has shown that within the framework of the course of general consecutive and simultaneous translation the study of specific terminology is not only theoretically possible and relevant, but also successfully applicable. Students and graduates in this case are the best ones to assess. They highly appreciate both the textbook, and the approach, reporting cases where they successfully coped with real-life interpreting challenges with the skills acquired in this course.

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Problem-Based Learning Approach in Teaching Academic Vocabulary in Non-Linguistic Universities

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Abstract. The study explores the integration of Problem-Based Learning (PBL) in teaching academic vocabulary to non-linguistic students in higher education. The research examines both the theoretical foundations and practical implementation of PBL as an innovative approach for enhancing students' linguistic and cognitive competences. The research problem lies in analysing and developing a workable PBL approach and its verification in the teaching and learning process in a higher education setting. The aim of this research is to investigate the effectiveness of integrating a PBL approach into the teaching of academic vocabulary for non-linguistic students. Distinctive features of PBL and technology of its application are described. The effectiveness of using the method of teaching academic vocabulary is considered. The study highlights the role of Academic Word Lists (AWLs) and problem-based tasks in promoting deep language processing and meaningful application.

Keywords: Problem-based learning · Academic vocabulary · Teaching methods · AWL

1 Introduction

The integration of innovative methodologies in education has become paramount in equipping students with essential skills for academic and professional success. One such approach is Problem-Based Learning (PBL), a pedagogical strategy designed to foster self-directed learning, critical thinking, and teamwork. This article investigates the application of PBL in teaching academic vocabulary to non-linguistic students, addressing both the theoretical framework and practical implementation of this method. By examining the distinctive characteristics of PBL and its alignment with modern educational goals, the study evaluates its effectiveness in enhancing vocabulary acquisition and cognitive development. This research is particularly relevant in the context of higher education, where the mastery of academic vocabulary is crucial for engaging with complex texts, presenting arguments, and participating in scholarly discourse.

In today's educational system, student-centred learning and personal development have become increasingly popular. This trend necessitates the adoption of modern teaching methods. Problem-based learning (PBL), a learner-centred educational approach,

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E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_3

aims to foster problem-solving, self-directed learning, and teamwork skills among students. PBL has been the subject of numerous scientific studies. For instance, Howard Barrows conducted research on a new teaching methodology and proposed a definition of PBL [1]. The approach transcends various disciplines. Robyn Tamblyn offered a definition of PBL as "focused, experiential learning centred around investigating and resolving complex, real-world problems" [1]. Several scholars have examined the effectiveness and advantages of PBL in learning [6]. Ngeow and Kong proposed that there may be some challenges in implementing PBL in a traditional classroom setting and suggested certain requirements that students and teachers need to fulfil in order to ensure success. Furthermore, Hmelo-Silver investigated the roles of both teachers and students within the PBL framework and emphasised the significance of shifting roles [7].

In Russian pedagogy, the most significant contributions to the development of problem-based learning theory have been made by T. I. Shamova, V. T. Kudryavtsev, A. M. Matyushkin, V. Okon, M. I. Makhmutov, and M. N. Skatkin, among others. T. I. Shamova coined the term "problematic approach". V. T. Kudryavtsev and A. M. Matyushkin proposed the principle of problematicity, which requires the compulsory organisation of a problem situation. V. Okon suggested problem-based methods as means and ways to solve pedagogical problems. Finally, M. I. Makhmutov and M. N. Skatkin presented problem-based learning as a teaching method that can be considered as a relatively independent didactic system.

2 Research Methods and Theoretical Background

The article identifies the methodological foundations that reveal the concept of the technology of teaching academic vocabulary using problem-based learning. In order to evaluate the results of the study, the scientific paper involves qualitative (observation, questionnaire) and quantitative (diagnostic post- and pre-tests, close-ended questionnaires) methods. The chosen data collection methods were implemented into quasi-experimental research.

The development of a problem-based approach to teaching foreign languages is a significant area of contemporary pedagogical practice that integrates elements of cognitive theory, communicative methodology, and intercultural education. Originating from general didactics, problem-based learning has been adapted for the specific needs of language education, significantly enhancing the effectiveness of the learning process by focusing on solving real-world language and communication challenges.

The problem-based approach to teaching foreign languages plays a significant role in fostering students' critical thinking skills, ability to solve problems independently, and in-depth comprehension of cultural contexts. By immersing students in challenging situations, they not only acquire linguistic skills, but also develop competencies essential for effective intercultural communication. Consequently, the problem-based method becomes an integral component of modern approaches to foreign language teaching, contributing to students' flexibility, creativity, and ability to apply their knowledge in practical scenarios.

The evolution of the problem-oriented approach to foreign language instruction has undergone several phases, each influenced by pedagogical shifts and practical requirements in language education:

Initial stage (1950s-60 s);
Development of the concept of problem-centered learning (1970s-80 s);
Integration of a problem-based approach to language learning in the 1990s;
The contemporary period (2000s to present).

In the initial stage, there has been a shift in the focus of language teaching from traditional methods such as grammar translation and audio-lingual towards a more student-centered approach that emphasizes problem-solving and critical thinking. This shift is reflected in the emergence of research and practice that integrates problem-based elements into language learning.

In the early stages of this development, attention was primarily focused on traditional methods, but there was already a recognition of the need to engage students' minds by providing them with tasks that require them to use their language skills in various contexts. This led to the emergence of studies that explored the integration of problem-solving into language instruction. Leading figures in the early development of this approach include L.V. Shcherba and John Carroll, who made significant contributions to the theory and practice of problem-based language learning.

L.V. Shcherba, a prominent Russian linguist and educator, made a significant contribution to the methodology of foreign language teaching and the development of problem-based learning concepts. His work established the basis for modern approaches to education, emphasizing the need for students to develop not only linguistic knowledge but also the skills necessary to actively use language in various communication contexts [14].

L.V. Shcherba proposed the concept of "speech practice", according to which teaching a language should focus on developing spontaneous speaking skills, rather than simply memorizing rules and vocabulary. This approach is a significant precursor to modern communication techniques, which are closely aligned with problem-based learning.

L.V. Shcherba emphasized the importance of learning a language through active use in real-life speech situations, which aligns with the principles of problem-based learning where students engage in solving real-world problems and challenging situations that require the use of the target language.

J. Carroll, a renowned American psychologist and linguist, has made significant contributions to the field of cognitive psychology and education through his research. One of his most notable works is the Carroll's Triad, also known as Carroll's Three-Stratum Theory. This theory has served as the foundation for the development of educational strategies aimed at enhancing cognitive processes in learners. In Carroll's framework, intelligence is conceptualized as a multi-level construct comprising three strata or layers: narrowly-focused cognitive abilities, groupings of abilities, and general intelligence. A critical aspect of this framework is its predictive capacity for success in language learning, considering various cognitive facets such as verbal comprehension, working memory, and the capacity for generalization [3].

During the period of systematization (the 1970s and 1980s), there was an increasing recognition of the concept of problem-based learning in pedagogy. This was largely due to the work of D. Dewey and J. Bruner, who conducted research on this topic. The focus shifted towards developing students' abilities for independent thinking and problem solving, which involved the active use of language in various contexts. At this stage,

M.A. Danilov, I.Y. Lerner and J. Bruner, among others, made significant contributions to the development of the problem-based approach to teaching foreign languages.

M.A. Danilov's work has been instrumental in the development of pedagogical methodologies, particularly in the context of foreign language teaching. He emphasized the importance of engaging students actively in the learning process through the use of problem-based tasks [5].

M.A. Danilov argued that learning should be not only a process of acquiring knowledge, but also an opportunity to develop independent thinking and critical problem-solving abilities. His research emphasized the significance of integrating the problem-based approach into foreign language instruction, seeing it as a means to stimulate students' linguistic engagement and deepen their understanding of the subject matter. His ideas provided the foundation for developing methods that prioritize tasks that not only require language proficiency, but also the ability to critically analyze situations encountered in the learning environment.

I.Y. Lerner's research has also significantly contributed to the development of the theory and methodology of problem-based learning. He developed a concept according to which this type of learning is seen as a process of active cognitive engagement, in which students encounter cognitive challenges that require not only the reproduction of knowledge but also its independent comprehension and application in novel contexts [10].

In the field of foreign language teaching, I. Y. Lerner's ideas have been reflected in the development of methodologies aimed at enhancing students' ability to tackle real-life communication tasks. Lerner stressed that language learning should move beyond rote memorization of grammar rules and vocabulary and should instead include active use of the language to solve problems, which contributes to a deeper understanding of the material and fosters critical thinking. His work has served as a foundation for methodological approaches that place special emphasis not only on the development of linguistic competence, but also on the enhancement of students' cognitive abilities, which is a crucial component of modern problem-solving instruction.

In addition to the aforementioned aspects, Jerome Bruner's approach to foreign language education also encompasses the following fundamental concepts: "intuitive thinking" and "the significance of culture in language instruction". J. Bruner placed special emphasis on the cultivation of intuitive thought, advocating for students to be capable of making informed assumptions and using intuition in addressing linguistic challenges. Within the context of foreign language instruction, this entails creating an environment in which learners can develop the capacity to infer and meaningfully employ linguistic structures based on instinctive judgments. Furthermore, Bruner underscored the significance of cultural context within the learning process. According to him, mastering a language is intrinsically linked to comprehending cultural norms, values, and practices, thereby contributing to a more profound linguistic acquisition and enhanced intercultural comprehension.. This is evident in modern approaches to teaching foreign languages, which incorporate the cultural component as an integral part of the curriculum [2].

In the late twentieth century, the use of problem-based learning in foreign language teaching began to gain traction. The works of researchers such as E.I. Passov, J. Richards, and T. Rogers were instrumental in promoting the communicative approach

to language learning, which is closely aligned with the principles of problem-based education. During this time, tasks that focused on solving real-world communication problems became widely adopted, contributing not only to students' language skills but also to their intercultural understanding.

E.I. Passov is a key researcher whose work has significantly impacted the development of methods for teaching foreign languages, particularly in the context of problem-based learning. His contributions to this field primarily relate to the development and promotion of a communicative approach, which is closely linked to the concept of problem-based learning. Passov proposed the idea that the primary goal of teaching a foreign language is to develop the ability to use it in real-life communication situations, or to form communicative competence. He sees problem-based learning as an essential tool for achieving this goal. In this context, Passov emphasizes that education should be structured in such a way that students encounter real-world challenges that require the application of language skills under conditions that are as close to real-life as possible.. One of the key elements of his methodology is the use of role-play, discussion, and situational exercises that encourage students to actively engage in the learning process and independently discover solutions [11].

When analyzing the communicative approach developed by E.I. Passov and the problem-based learning method, it is important to emphasize that the primary commonality between the two methods is their overall focus on active cognitive engagement of students. Within the context of problem-based learning, tasks presented to students are not merely cognitive in nature but also include communication, allowing students to apply language skills in real-life or simulated scenarios. This approach contributes to the development of students' abilities to use language as a means of solving real-world problems, which aligns with one of the primary objectives of the communicative method.

In addition, both approaches acknowledge the significance of contextual learning. Under the communicative framework, language is viewed as a tool that operates within specific social contexts that necessitate an appropriate response. Problem-based learning, on the other hand, relies on creating situations in which students must use their knowledge to resolve issues that are as close to real-life as possible. As a result, language ceases to be viewed as an abstract subject of study and transforms into a means of communication and problem-solving.

Another significant aspect of integrating problem-solving learning and a collaborative approach is the use of tasks designed for collective discussion and collaboration. These tasks not only encourage the active involvement of all members of the group, but also foster the development of skills in coordination and collaboration in addressing challenging situations. This aligns with the objectives of a communicative approach that emphasizes the significance of the social dimension of language and the necessity of studying it within the context of group interaction.

E.V. Kovalevskaya follows the ideas of E.I. Passov, as her work focuses on developing methods that contribute to the development of students' communication skills and independent thinking through active involvement in the learning process. Kovalevskaya emphasizes the importance of integrating linguistic knowledge with its practical application [9].

E.V. Kovalevskaya thoroughly examines the historical stages of problem-based learning development in the context of foreign language teaching. She argues that the ideas that emerged within general education have been adapted and enhanced in language teaching methodologies. Kovalevskaya proposes specific methods and approaches for incorporating problem-based learning into language instruction. Her work also emphasizes the significance of the teacher's role in organizing problem-based learning within the context of language education. The teacher is not only responsible for transferring knowledge, but also for creating conditions that encourage active student participation in the learning process. She has explored the issues surrounding the individualization of learning, considering the cognitive abilities of students and their linguistic training. This has contributed to more efficient learning of a foreign language.

American scientists J. Richards and T. Rogers may also be considered to be followers of the ideas of E. I. Passov. Their research contributed to the dissemination of the communicative approach, and they systematized various teaching methods and techniques, offering a classification that assists educators in selecting the most appropriate strategies based on context and learning goals. In this regard, they contributed to an increased awareness of the significance of flexibility and adaptability in methods to various learning situations and student needs. A significant innovation of their work was the introduction of the concept of task-based learning, in which students complete authentic communicative tasks. This approach ensures a more focused and motivated use of language. Their work contributed to integrating the theoretical underpinnings of problem-based learning with the practice of teaching foreign languages. The focus was on critical thinking, independent learning, and communication skills [12].

It is worth noting the contributions of other American scholars, T. Hutchinson and A. Waters, who have also made significant contributions to the development of problem-based learning within the context of foreign language instruction. Their work has been instrumental in the evolution of foreign language teaching methodologies, particularly in the area of specialized approaches to learning known as English for Specific Purposes (ESP) [8].

Their research has significantly contributed to our understanding of how language is employed in professional and academic settings, which in turn has informed the development of curriculum tailored to specific student needs. Hutchinson and Waters emphasized the importance of adapting educational materials to align with the goals and objectives of particular student groups, which has formed the basis for developing specialized English language curricula. They proposed a needs analysis model which allows for the identification of the main communicative challenges faced by students, and based on this, the development of educational materials and tasks. Furthermore, their work has also contributed to the development of problem-based learning, as their proposed approaches to analysing and solving language-related issues in professional contexts contribute to the stimulation of cognitive activity among students.

At the present time, significant contributions to the development of problem-based learning in the context of foreign language teaching with the integration of information technologies have been made by researchers such as E.V. Kovalevskaya and others. In particular, E.V. Kovalevskaya has explored the adaptation of the problem-based approach in online and distance learning, emphasizing the significance of interactive platforms and

multimedia tools in creating language tasks requiring critical thinking and independent problem-solving. Her research underscores the importance of information technology as an integral component of modern problem-based education.

In recent decades, problem-based learning has demonstrated its effectiveness and has become an essential component of educational programs for the acquisition of foreign languages. A notable example is the English language curriculum at Finnish universities, which emphasizes the development of language skills through the resolution of authentic communication challenges. Within this framework, students engage in projects that necessitate the active utilization of language in contexts relevant to their future professional pursuits. These problem-solving assignments encompass activities such as producing reports, delivering presentations, conducting negotiations, and participating in discussions in the English language.

Another example is the incorporation of problem-based learning in French language curricula in Canadian schools. Under this program, students engage in thematic modules that involve solving specific problems related to the culture and history of Francophone countries. Activities such as researching topical issues within the Francophone community or creating videos in French encourage students to immerse themselves deeply in the language and culture.

The PBL approach, which was first introduced as a unique phenomenon, emerged only in the past thirty years. Furthermore, PBL has been primarily used in medical education, where real-life patient cases have been used as research topics [15]. Subsequently, the PBL method has become more widespread and is now used not only in medical institutions, but also in engineering schools, where the underlying principle remains the same—students work together to solve problems relevant to their fields.

In 1974, at McMaster University, medical school professor Howard Barrows, the founder of PBL, introduced the new teaching approach for the first time. This approach was first adapted by dean John Evans and his team at McMaster University in the early 1960s. At that time, it was seen as an experiment, but the key features of the approach did not change significantly:

1. Students work in small groups;
2. Cases and problem situations are to boost learning;
3. Integrative method of learning;
4. No formal examination and assessment (no writing tests, only oral exams or presentations) [16].

Then, an experimental approach started to gain traction. In 1974, Dutch Medical Maastricht University adopted this approach and named it “problem-steered education”. The Dutch university made some adjustments to the method:

– PBL became seven-step procedure for freshmen students;
– Before PBL lessons, students were given introduction training to the method, where key features were highlighted;
– Practice lessons were added to students’ schedules [17].

3 Findings

With regard to language learning, PBL can be effective because it encourages students to actively use the target language in the learning process. PBL has sometimes been compared to other approaches, such as task-based learning, project-based learning, and content-based learning. However, the main difference between PBL and these other approaches is that PBL focuses on language learning through problem-solving rather than simply completing tasks or projects.

Teachers in PBL are facilitators who engage students in self-learning. Students are required to review a problem, activate prior knowledge, and enhance it by seeking new information. The primary goal of PBL is to find a solution or a range of solutions to a problem. In PBL, teachers assess not only the outcome of student work, but also the learning process.

The process of problem-based learning normally includes 7 steps:

1. Expose the problem. The learner's awareness of the problem creates a motivation to address it.
2. Identify the problem. Identifying the problem involves placing it within a specific context and considering it from various perspectives.
3. Collect information on the problem. This can be done through various sources.
4. The development of hypotheses. It is a process that involves the formulation of tentative solutions to a problem, which require validation through empirical testing.
5. Share information within the group. Students gather the necessary data to validate the hypotheses they have formulated.
6. Suggest solutions. Students propose the solutions they have come up with.
7. Identify and evaluate the optimal solution. The teacher assesses the work of students and provides feedback.

Academic language, or vocabulary, is essential in all academic fields to effectively communicate the content of a study discipline. This specialised vocabulary allows students to work with large volumes of scientific texts in a foreign language, extracting and analysing information, presenting arguments, and facilitating the presentation of ideas in an academic style. A high level of competence in academic language enables students to interpret unfamiliar words based on their general context with increased accuracy. According to the methodology of teaching English as a foreign language, the most commonly used method for mastering academic vocabulary at the undergraduate and graduate levels is through the use of academic word lists or AWLs.

There are exactly three different methods of teaching academic vocabulary, each of them is unique and effective, and contributes to better memorisation and comprehension of academic words. According to the *thematic dictionary* method, teachers should provide thematic dictionary entries that reference previously learned basic lexical items (or synonyms) that are relevant to the same context as the target vocabulary being taught. The *strategy of random vocabulary completion* involves the study of new words, focused on understanding the meaning of a word in different contexts. Students acquire new vocabulary through reading scientific literature, active communication with native speakers, and the use of media resources. Typically, students do not consciously intend to learn or memorise new words [18].

In the early 2000s, a linguist from a New Zealand university, Averil Coxhead, conducted a study analysing a large number of academic texts, lectures, and articles. Based on this analysis, she compiled a list of academic words, referred to as the Academic Word List (AWL), to assist ESL students in their development of academic English. The words in this list were categorised both by their frequency of use and by their morphological and semantic characteristics. This list has since been continuously updated and expanded. A subsequent study presented an expanded version of the academic vocabulary list, based on modern American English. This expanded list further subdivided words by part of speech and included semantic connotations and invariant forms. According to the AWL method, vocabulary studies should begin with the reading of shorter educational texts and the listening to academic lectures. The written and spoken texts should be kept relatively simple, containing no more than 5% new words [4].

The AWL, A. Coxheads version, consists of 570 academic words. Words families include not only the researched word and its definition, but also its various word forms. For instance, the family of word "minimise" includes the definition, different verb forms "minimises", "minimised", "minimising" and also derived words such as "minimisation". If it's possible, an American version may be included as well—"minimize", "minimizing", and etc.

S.V. Samarskaya, in her commentary on the benefits of AWL for students, suggests the use of flashcards. These two-sided flashcards encourage students to focus on extracting and applying words in different contexts. One side of the card may contain a list of academic words with their translations (for intermediate and below students) or definitions and synonyms (for higher-intermediate and advanced students). It is advisable to provide more contextual examples to engage students in analysing and understanding the words they are learning, thereby promoting self-directed learning and critical thinking, which are essential components of the PBL approach [13].

By selecting academic words, it is recommended to use three principles of selections, such as 1) range of use; 2) frequency of use; 3) equability of use. Equability of academic words use can be considered as the frequency of words in different scientific spheres and fields.

However, there may be some academic terms in the dictionary that do not have word families. These terms occur independently and do not have any derived forms. Furthermore, such terms are used in academic texts and may affect the formality level of the text. Consequently, it is essential to determine whether a particular term can be used in a given context. For instance, the term "ideology" is considered formal and is therefore unlikely to be used in spoken English. However, the use of this term in academic writing in English will add a higher degree of formality to the language.

The study employed an experimental approach, in line with the nature of the research, in order to demonstrate the efficacy of PBL in enhancing the language proficiency of non-linguistics students. Furthermore, the study follows a non-equivalent quasi-experimental design. Additionally, two groups were selected as participants in the study: an experimental group that implemented PBL and a control group that studied in a more traditional manner. In line with the study design, the experimental group engaged in PBL activities, while the other group followed a more conventional approach. Finally, the research project involves the following variables:

– independent variables: applying PBL in language learning;
– dependent variable: proficiency in academic language.

After completing PBL, students have shown significant progress in areas such as academic vocabulary, productive skills (oral communication), and cognitive skills, among others (see Fig. 3). However, students have indicated less progress in receptive skills compared to other areas, and no progress in grammar, as the primary goal and objectives of PBL were to demonstrate the effectiveness of the approach in academic vocabulary acquisition.

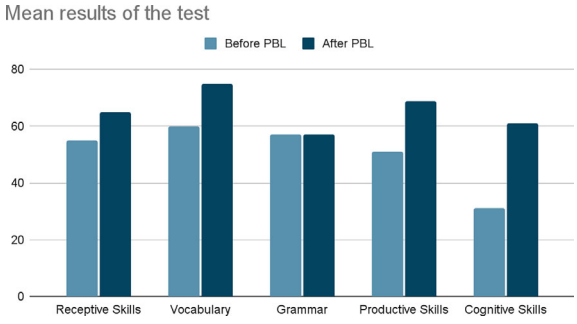

Fig. 3 Mean results of tests

At the conclusion of the programme, the majority of students in the intervention group expressed a positive perception towards problem-based language learning (see Fig. 4). They provided highly favourable comments regarding their PBL experience, indicating their satisfaction with the programme and their motivation to learn both the language and content through problem-solving activities.

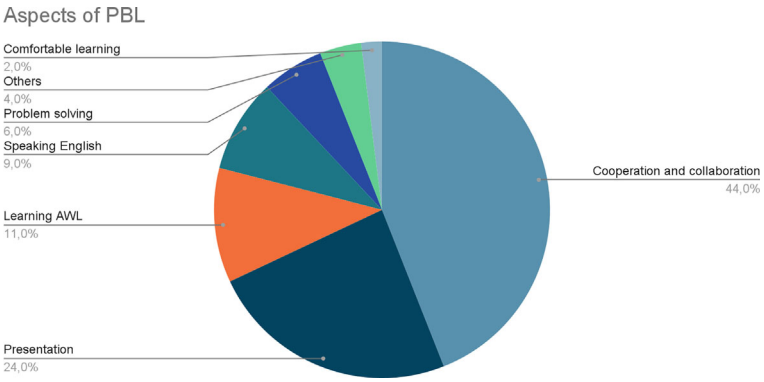

Fig. 4 Different aspects of PBL activities that students enjoyed

Based on the collected data, the researcher concludes that PBL has had a positive effect on both cognitive and linguistic skills, particularly in the area of speaking. PBL

has been shown to be an effective method for developing language skills among non-linguistics students, including academic English. The collected student perceptions on PBL indicate that it does facilitate steady progress in language learning, which can be attributed to the teachers' ability to accurately implement this approach.

4 Conclusion

The development of problem-based learning in the context of foreign language teaching represents a significant advancement in the field of contemporary pedagogy. This approach, grounded in the theory of constructivism and the communicative method, contributes to the formation of not only linguistic competence, but also critical thinking, the ability to independently solve problems, and the willingness to put the acquired knowledge into practice in real-life communication situations. Research conducted by leading educationalists such as J. Bruner, E.I. Passov, and E.V. Kovalevskaya, among others, has made a significant contribution to the development of methods that ensure the integration of problem-solving techniques using information technology. These methods allow for creating conditions that actively engage students in the learning process, significantly enhancing the effectiveness of foreign language learning.

Furthermore, the adaptation of problem-based learning to different educational settings, including distance learning and online education, presents new opportunities for the evolution of this approach in the future. With globalization and rapid changes in the information landscape, problem-based learning has become a crucial tool for developing the competencies required for successful interaction in multilingual and diverse cultural contexts. Therefore, its significance in teaching foreign languages at this juncture is difficult to underestimate.

Academic Word Lists can be considered a highly effective and suitable method for teaching academic vocabulary, as they simplify the memorization of words and allow students to better understand word families and analyse them through various word forms. Problem-based learning has benefits for language learning, particularly in the area of academic vocabulary. One of the significant features of PBL is that it fosters students' autonomy and self-directed learning. To fully benefit from the learning goals and linguistic advantages of PBL, teachers and students must be introduced to the principles, characteristics, and procedures of PBL in order to engage in a successful learning process. By carefully considering these points, the likelihood of successful implementation of PBL into an English as a Foreign Language (EFL) program with positive outcomes will increase.

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Teaching Foreign Languages to Students of Retirement Age: Features and Difficulties

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Abstract. This paper explores the unique characteristics and challenges of teaching foreign languages to students of retirement age. With an increasing number of retirees pursuing language learning for personal enrichment, travel, or cultural engagement, understanding their specific needs and learning styles is crucial for effective teaching. Our goal was to understand necessities and motivation of students of retirement age and find out the most effective and efficient methods of teaching. Using a mixed-methods approach, we conducted surveys and interviews with retirement-age language learners that helped us to analyze the necessities of students of retirement age while teaching them foreign languages. Our findings reveal that while retirees often face challenges such as slower cognitive processing and memory recall, they demonstrate high levels of motivation and a desire for social interaction through language learning. The results suggest that successful language teaching for older adults requires flexible teaching methods, emphasizing conversational skills and practical language use. These include integrating technology to reinforce learning, encouraging collaborative activities, and providing additional resources for individual practice. Further research is recommended to explore the long-term effects of foreign language learning on cognitive health and find out and later recommend the most effective teaching methods for this age group.

Keywords: Andragogy · Teaching methods · Retirement age · Foreign languages · Professional education

1 Introduction

Learning of foreign languages is becoming more and more popular among the residents of the city of Moscow of retirement age by virtue of the Moscow Longevity program (Moscowskoe Dolgoletie). Students of retirement age have unique features and extensive experience in studying and learning about the world, which should be considered into account during the process of teaching. Learning of foreign languages at retirement age is not only an opportunity to broaden your purview and language range of vision, but also an effective means to maintain mental activity and social integration.

© The Author(s), under exclusive license to Springer Nature Switzerland AG 2025
E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_4

The actively developing Moscow Longevity program is a continuous education for the elderly. This program is intended for women aged 60 years and men aged 65 years and older. It is a process that includes the acquisition of necessary knowledge, skills, personal qualities and value orientations in accordance with the emerging human needs, in this case we are talking about the need to learn English and Spanish. Adult education plays a key role in the implementation of the concept of "Moscow Longevity", covering the longest period of human life (from 20 to 65 years and beyond) and the largest contingent of the adult population.

The present paper deals with the andragogical type of teaching. According to the etymology, andragogy has its origin from the ancient Greek language, where ἀνήρ—"an adult, a man"; ἄγειν—"to lead" and is presented in the scientific community as a certain activity aimed at maintaining the physical and emotional work of an adult on an ongoing basis, when this work is improved through certain special activities. In modern educational conditions we are talking about teaching an elderly person (from 60 years and older) to one or another educational resource according to his or her interest. The andragogical approach to adult education implies the active participation of the student himself in organizing the learning and teaching process. During the process of teaching adults, one should take into consideration their characteristics that distinguish them from children: age, experience, motivation, desire for results and the influence of external factors on learning activities. An adult learner is an already formed personality with a certain experience, therefore an elderly person, starting to engage in a certain activity, has increased motivation, because he plans to change and improve his life with the help of the acquired knowledge, revise priorities, set new goals and purposefully go towards them. Any educational activity chosen by an adult must be practically oriented and relevant at a given moment in his life.

In order to identify the distinctive characteristics of the methodology of teaching a foreign language to pensioners, it is important to understand the concept of andragogy as a science. From our point of view, it is one of the areas of pedagogy and relates to professional education, even if we are not talking about traditional educational institutions. The goal of this area of education is to reveal the patterns of mastering material (including language) by adult students. Agreeing with the research of S.I. Zmeev, who identifies certain characteristics of andragogy (Zmeev, 2007), it can be stated that a foreign language teacher when teaching should give the adult student a leading role in the educational process, since he strives for self-realization, independence, self-government and is aware of his responsibility for learning. Moreover, an adult learner, holding experience in assorted areas of life, believes that this educating process as a valuable source of knowledge and attends different classes with a specific goal (learning to speak a foreign language). It should also be noted that the motivation of an elderly person to learn a foreign language is so great that he relies on the immediate application of acquired knowledge, and also arranges his process of learning together with the teacher at all stages from planning the lesson to correction of his mistakes and misunderstanding.

Unlike young people, retirees often examine learning of a foreign language as an opportunity not only to enrich and replenish their knowledge, but also to actively participate in the sociocultural environment, for example, of Spanish-speaking countries or meeting with London-born grandchildren. This point becomes the basis for developing

educational programs that take into account the individual needs and interests of older students. In this situation, it is important for teachers to focus on interactive methods that pay respect to the peculiarities of student perception. Due to the deterioration of cognitive abilities in older people, the need for repetition and reinforcement of material should be especially taken into consideration. This may exceed the usual amount of studying material with children or adult students and this requires more patience and endurance from the teacher.

The purpose of this study is to consider the characteristics and identify the difficulties of teaching foreign languages to older students. The relevance of this study lies not only in the constant demand for learning English and Spanish by adult students, but also in the creation of learning conditions for teachers themselves. He or she must be ready and able to work with an adult audience of older people, know their features of psychology and age development. On the other hand, it is important to highlight the question about recognizing andragogy as a science, considering the features of the andragogical approach in teaching foreign languages. It must be indicated that teaching of older people is not traditional and familiar to any master who is ready to choose one or another educational and methodological complex and go into the classroom to teach. The process itself, forms and methods of working with one of the most unusual and unique periods of human existence—elderly and old age—are also relevant.

The theoretical novelty of the research is determined in the clarification of the basic concept of "andragogy" in order to specify it and expand the terminological and functional field, since the general didactic material presented, in particular, in the dissertation research by Zmeev (2000), tested on the methodology of teaching foreign languages. The practical significance of the study is expressed in determining the forms of work when teaching English and Spanish to older people, discussing the question of creating new teaching aids and materials for learning foreign languages.

2 Materials and Methods

Today, there are several approaches to the concept of "andragogy" and to the features of adult education. American researchers Knowles (1980), Kidd (1966), Cross (1981) present andragogy as a science that allows a person to learn throughout his life, from 20 years onwards, and emphasize the need to correctly select methods and forms of work.

Soviet and Russian pedagogues Vershlovskij (2004) believe that andragogy is primarily aimed at the socialization of education in principle. S.I. Zmeev considers andragogy as an independent science that deals with adult education and substantiates the activities of adult students and teachers themselves in organizing learning.

Kalinovsky (2001) identifies andragogy within the framework of pedagogical science in the system of lifelong education, when an adult objectively understands what he plans to do in his professional activity and how he is ready to benefit the state.

Modern psychologists such as Sokolovskaja et al. (2006) start from the origin of the concept itself and study the problem of the main supervisor of andragogical activity, called as the andragogy, believing that his direct goal is training (teaching) an adult with the aim of his full self-realization. Lesokhina (1997) highlighted the features of the

position of an adult in the system of lifelong education and examined andragogy from sociological, psychological and pedagogical aspects. Kulyutkin and Sukhobskaya (1977) consider the psychological characteristics of adults and the principles of organizing adult education taking into account these characteristics.

Kolesnikova et al. (2003) emphasize the humanitarian side of andragogy. Mitina (2004) supports the point of view of the foreign researchers, such as Jarvis (2006), Freire (2000), Mezirov (1991), Argyris (1976), emphasizes the need to take into consideration the experience of adult learners during the methodological process of creating different lessons. Brazhe et al. (2003) consider adult learning technologies, M.T. Gromkova substantiates the importance of andragogy for heads of institutions.

Each of the above approaches does not contradict, but introduces new components, resulting in the formation of a terminological system of andragogy as a science. It consists of such elements as mandatory socialization of education, a set of methods and forms of working with older people, a system of lifelong learning at the request of the student, competent distribution of roles in the educational space, various sociological and psychological characteristics of old age, taking into account the experience of adults, etc.

"Moscow Longevity" is the largest health, educational and leisure project for older Muscovites. There are four main areas that enable older people to lead an active life. They are education, physical activity, creativity and special programs, for instance, Moscow theatre, rehabilitation or "Moscow where I live". Learning foreign languages is one of the priority areas chosen by older people, giving preference to English and Spanish. However, within the framework of andragogical science in the conditions of this program, clarification is required in the aspects of its application. Our study included 3 groups learning English and three groups learning Spanish. Classes were held both offline and online.

The experience of teaching English and Spanish proved the need to revise didactic and methodological techniques for working with adults. It is necessary to indicate that the teacher was faced with a group of students who were too older than him\her, more experienced due to their qualifications, and sometimes even higher in status. Therefore, a teacher who is ready to work with a group of students aged 60 years and above must be psychologically, methodologically and professionally trained.

3 Results and Discussion

In the course of working with groups of older students, three main solutions were proposed in the methodology of teaching foreign languages to older students. Firstly, it was revealed that existing modern language textbooks, compiled by both Russian methodologists and foreign authors, are not suitable for teaching older people. This category of students chooses to study a foreign language for several reasons and, unfortunately, educational, or direct language learning, comes in last place. Older people consider learning English and Spanish first as getting satisfaction from communicating with each other and with the teacher. They treat the teacher as their grandson or granddaughter, or if the teacher is mature enough, they consider him as a son or daughter. The second reason for choosing to study a foreign language is to share your experience of visiting

or living in Spain or the UK. The third reason for choice, which turns out to be latent for the students themselves, but very important for the teacher, is to teach this teacher how they would like classes to be conducted. Then will be the last reason for choosing to study a foreign language, which is educational. In other words, for older people, the emotional, psychological, communicative, and atmospheric reasons for choosing classes to study a foreign language come first, and only then the directly educational ones. As a result, it depends on the professionalism and psychological stability of the teacher how quickly he can reconsider his personal methodology of teaching a foreign language, how ready he is for the fact that it is necessary to completely rebuild the teaching system that has been formed over the years, how ready he is to accept the requests of his students. Therefore, when deducing ways to solve the problem of teaching foreign languages to older people, in each of the proposed options a survey was conducted on topics that older people would like to study. The purpose of this survey was to identify relevant, interesting and, apparently, significant topics for people 65+ . This concludes the general point in proposing options for solving the problem; then methodological techniques characteristic of different teaching approaches will be proposed.

The easiest way to solve the problem, after identifying the range of topics that are vital for older people, is to create a training program in English and Spanish at the request of students. From the latter's point of view, classes will always be interesting and exciting, since the topic is chosen by the students themselves, and the teacher must adapt to them. From a teacher's point of view, this is not entirely convenient, since there is a constant change of activities (dialogues, discussions, music, cartoons and pieces of films), content updates (selection of online educational resources, creation authorial quizzes for elderly people). On the other hand, we must always remember that different groups choose different topics to study. Therefore, the teacher is always in a constant state of search for new forms for creating interesting English or Spanish lessons. In these conditions, practical language classes will be built in a conversation format and the percentage of language learning will directly depend on the teacher, who is free to incorporate the language into these conversations.

The second way to solve the problem after identifying relevant topics for students is to find new forms of teaching older students. Traditional forms, such as open a textbook and read, translate and answer questions, practically do not work in such groups. Consequently, the role of the teacher himself must completely change, he does not just teach a foreign language, but almost immediately must become a friend of every student, his potential "child", who will then only begin to listen and perceive. At the same time the teacher must be a psychologist who predicts what students say from their words, what they want at this time and what type of activity interests them now (song, piece of film, dance, joke, etc.). The last stage of the teacher's internal structure is to become their colleague who empathizes with their emotional and physical state, only then the andragogist, entered the audience, transforms to its original position and appears before the eyes of an elderly audience as a teacher whom the group is ready to accept and is ready to listen to for the purpose of learning a foreign language.

The third way to solve the problem is the most labor-intensive or time-consuming, but the most enjoyable in terms of the results of working with a group of older people. Firstly, we are talking about learning a foreign language, which is considered by an

elderly person as a health-saving technology, because it makes it possible to improve and strengthen memory, stimulate mental activity, as well as maintain a sound mind until old age. As a result, despite the fact that the process of learning a foreign language itself is in last place in the selection priority rank for an elderly person, when choosing it, people act consciously and with high motivation. Moreover, older people can encounter a foreign language, in particular English, on the Internet, which they are actively mastering, at the airport when reading various international signs, on television when watching foreign news—all this allows them to continue to feel as a full-fledged person and therefore older people want to use modern means of civilization, on an equal basis with their children and grandchildren, to keep up with the times, while knowledge of a foreign language becomes relevant (Vysockaja 2016).

Next, it is necessary to determine those new teaching methods that were discussed in the second group of problem solving. Here it is significant to understand not so much what various forms are important to use when teaching a foreign language, for example, songs, jokes, fairy tales, films, dances, holidays, a ticker, pop-up images and etc., but how to implement these forms of work. Over three years of working with groups of older people and educating foreign languages, we selected three methods with which we were able to teach English and Spanish, reflecting on all the needs of students and the didactic and methodological features of language drilling. Following Vysockaya (2016) we distinguish communicative, biographical and intergenerational methods of teaching foreign languages (Vysockaja 2015). Applying these methods in his\her practice, the teacher acts as a mentor and advisor, ready to listen to the student, accept his point of view and direct it to learning a foreign language.

Therefore, it is possible to derive the main features of teaching a foreign language to students of retirement age, which must be taken into account when preparing for a particular practical lesson. As is known, the methods of teaching a foreign language differ in the forms and methods of work, for example, with children of preschool age, middle age, high school students, as well as students of a higher educational institution. If we focus our attention on the distinctive features of older students, then in the process of educating English and Spanish it was revealed that this age category is characterized by a slower reaction and faster fatigue (Lapp 1993), in contrast to children, who are characterized by both rapid fatigue and rapid reaction response. Therefore, frequent changes of activity and emphasis on the student himself are necessary. The next distinguishing feature of an elderly person is a deterioration in the ability to perceive, as a result of which the process of explanation must be brief, succinct, and vivid, the lexical and visual material must be divided into iconic moments. Further, we can point out that pensioners are characterized by a narrowing of the field of attention and a decrease in the duration of concentration and its ability to concentrate, therefore it is necessary to narrow the topic being studied, splitting up its key concepts. Difficulties in distributing and switching attention are solved by transferring the object being studied to oneself and living through one's own experience. Moreover, it is important to emphasize that in older people increased sensitivity to extraneous interference can be observed. The point is that if during a lesson there is a distraction from the topic, even at the level of an accidental call to a student or interruption of the lesson by a stranger, then it is almost impossible to concentrate attention back, older people begin to immediately solve the incoming

problem, forgetting that they are in class. It is possible to return attention back to the topic of the lesson only through such an unexpected involving into a foreign language, for example, a Spanish of English song suddenly turns on or a bright image appears on the screen. Also, due to age, memory capacity decreases and, as a result, homework in the form of traditional memorization of words and some stable phrases turns out to be meaningless. All new vocabulary should be trained in class in an educational and friendly atmosphere in such a way that at home, in the form of self-learning work, it is feasible for a pensioner to either listen to a song (vocabulary repetition + interest and pleasant relaxation), or watch small colourful mini-videos for the purpose of cognitive interest. Accordingly, it becomes clear that an elderly person is characterized by a weakening tendency to "automatically" organize what is memorized; even the use of cards with words does not always bring the same result as with schoolchildren. The latter feature is expressed in the difficulties of reproducing language material; therefore, it must be introduced gradually and in most cases in short words and expressions.

Summarizing the main features of teaching a foreign language to students of retirement age, we can conclude that during this process an active position in older people is maintained, realizing in the process of learning English or Spanish their need for communication, exchange of experience and contact with other generations. As a result, the primary teaching methods are communicative, biographical and intergenerational (Fig. 1).

3.1 Types of Teaching Methods

Communicative training is to involve an elderly person in the process of learning a foreign language, to identify his motivation, influencing his need-motivational sphere. The incentive to be active occurs through creative activity, discussions or dialogues, therefore, role-playing games of life situations are relevant. In order to involve them in the language learning process, the teacher acts as a mentor and advisor, as a result of which older students want to learn a foreign language even more. Moreover, since students in any case turn out to be older than the teacher himself, it is necessary to take into account their life and practical experience, as a result of which the role of the teacher and the student should be equal. It must be remembered that the goal of communicative learning is not to transfer new knowledge, but to maintain an active position in the students themselves, as a result of which it is necessary to create a cozy, friendly atmosphere in the classroom.

Biographical learning consists of identifying the motivation of each individual student, creating conditions for self-expression through creative activity, discussion and dialogue. The main forms of this training can be specified as follows:

1. Education directly through the real world (choosing such forms as demonstration, experiments of situations, processing of materials, excursion around the city, survey of experts, projects with grandchildren, observation about street events),
2. Learning using simulation (modeling) and visualization (cinema: cartoons, presentation, theater, collage, photo shoot, video filming and blogs),
3. Studying using language features (short poems, self-portrait, story about smth, fantasy about friends and children, interview with each other, card survey, picture message, text reading, text analysis).

Distinctive features of older students	Ways of solving in language teaching methods
1) slower reaction and faster fatigue	• frequent changes of activity • emphasis on the student himself
2) deterioration in the ability to perceive	• elaboration of the material must be short, laconic, and bright • vocabulary and visualization must be split into symbolic signs
3) narrowing of the field of attention 4) decrease in the duration of concentration and its ability to concentrate	• key words
5) difficulties in distributing and switching attention	• transferring the object being studied to oneself • living through one's own experience
6) increased sensitivity to extraneous interference	• an unexpected involving into a foreign language
7) memory capacity decreases	• listen to a song (vocabulary repetition + interest and pleasant relaxation)
	• or watch small colorful mini-videos
8) weakening tendency to "automatically" organize what is memorized	• must be introduced gradually and in most cases in short words and expressions

Fig. 1 Features and ways of solving

Intergenerational learning is the use of methods that are based on the interaction of cultures of different generations, in particular, the Soviet era, the two thousandth period, the era of perestroika, the turn of the centuries (such forms of work as conducting surveys, excursions, drawing up a script, preparing a collage, working with Internet). On the other hand, intergenerational learning takes into account methods that are just being formed in different types of joint activities (for example, sharing experiences, views on everyday life, joint activities, group walks, intergenerational games).

4 Findings

In our research we decided to ask participants of the «Moscow Longevity» (Moscowskoe Dolgoletie) project where they can practice and learn foreign languages and obtain or improve a lot of other skills (like dancing, gardening, etc.). The «Moscow Longevity» is the largest wellness, educational and recreational project for elderly Muscovites created on March 1, 2018 on the initiative of the Moscow Mayor and aimed at women aged 55 years and older, men who are 60 years of age or older and those Muscovites who have taken early retirement.

More than 260 participants of the «Moscow Longevity» project participated in our poll where we asked the most pivotal questions of learning a new language: what are

the most important topics and vocabulary for while learning a new foreign language and what language skills do you consider the most essential for you to master while learning new language? They were given some pre-written answers that they could estimate on the scale from 1 to 5 (where 1 is the least important for them and 5 is the most important part of learning new language) and a gap for free response if they would like to add something.

The obtained results can be seen on the diagrams down below:

The first poll was based on the most necessary vocabulary according to the participants of «Moscow Longevity». The results of our research clearly show that most of the vocabulary that was suggested to our participants is relevant and important while studying foreign language. The main chosen topics were (Figs. 2 and 3):

- City, description of the city, how to navigate in the city (average number: 4,74);
- Airport: booking tickets, how to navigate the airport (average number: 4,64);
- Hotel: booking a hotel, communicating with the reception team, hotel characteristics (average number: 4,63).

The least popular topics were:

- Social media communication, emails (average number: 3,87);
- Socio-political aspects of life (average number: 3,6);
- The language of business communication (average number: 3,59).

There were also some comments on the additional important vocabulary topics that participant consider is important to master like: slang, sport and leisure activities, animals, travelling, exhibitions, theatres, etc.

The second poll was based on the most important language skills that should be mastered according to the participants of «Moscow Longevity». The main chosen important language skills that should be mastered were:

- Listening comprehension (audio format) (average number: 4,81);
- Comprehension of texts in a foreign language (average number: 4,8);
- Listening comprehension (video format) (average number: 4,79).

- The least important language skills that should be mastered according to the participants were:

- Writing skills: emails, letters to friends (average number: 3,8);
- Simultaneous translation of audio, video, etc. (average number: 3,56);
- Business letter, curriculum vitae (average number: 3, 24).

Our participants could also leave a comment if they would like to add some other language skill important category in their opinion and they wrote about different skills such as phonetics, learning and practicing popular expressions and phrases, making the list of words that they have studied, translating poems and song lyrics, etc.

The «Moscow Longevity» project provides a lot of online and offline lessons. Online lessons were introduced during COVID-19 pandemia in order to prevent social contacts and save their participants from that disease. With that said, offline lessons are well

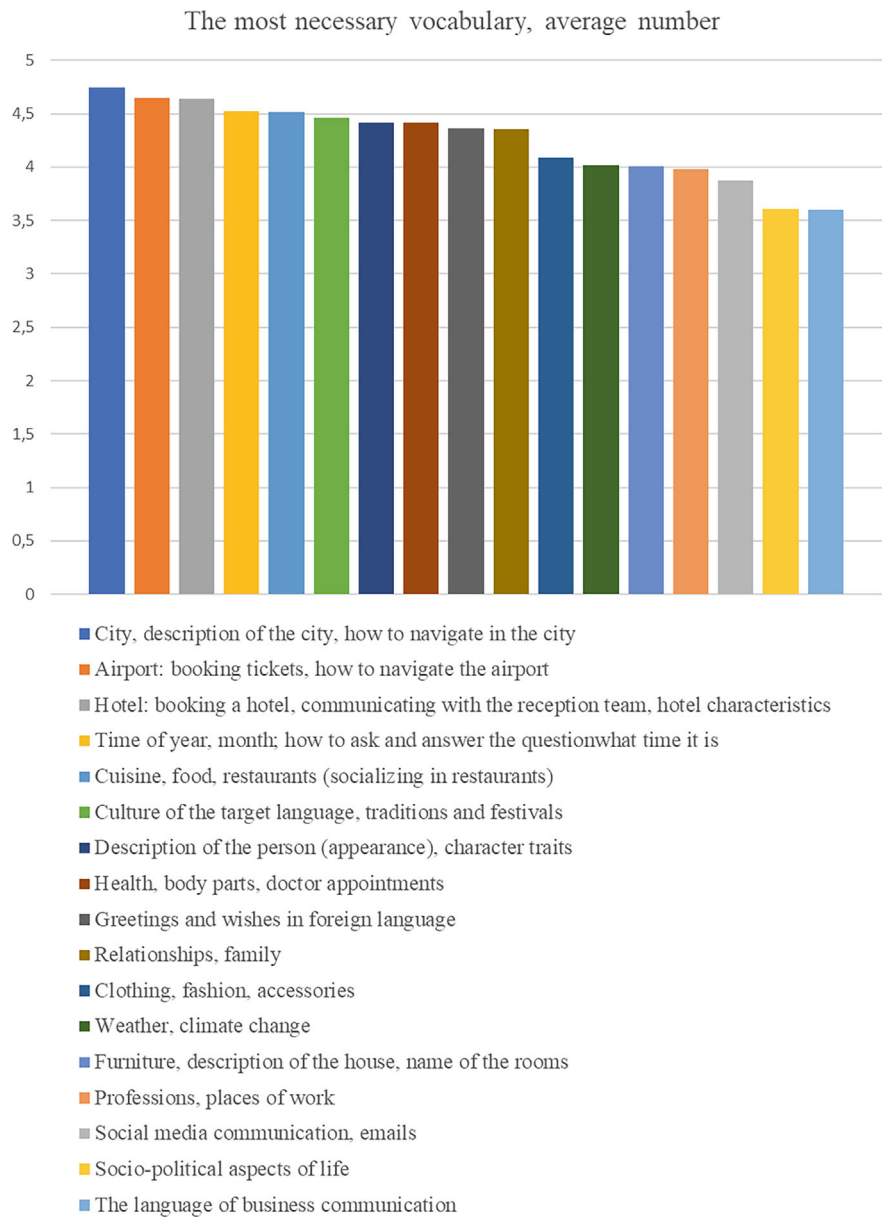

Fig. 2 The most necessary vocabulary topics according to students of retirement age, average number

known to a vast majority of participants due to school, university or other courses but online education was for many of them a new experience. So, we would like to mention some problems that participants still face during online foreign language lessons:

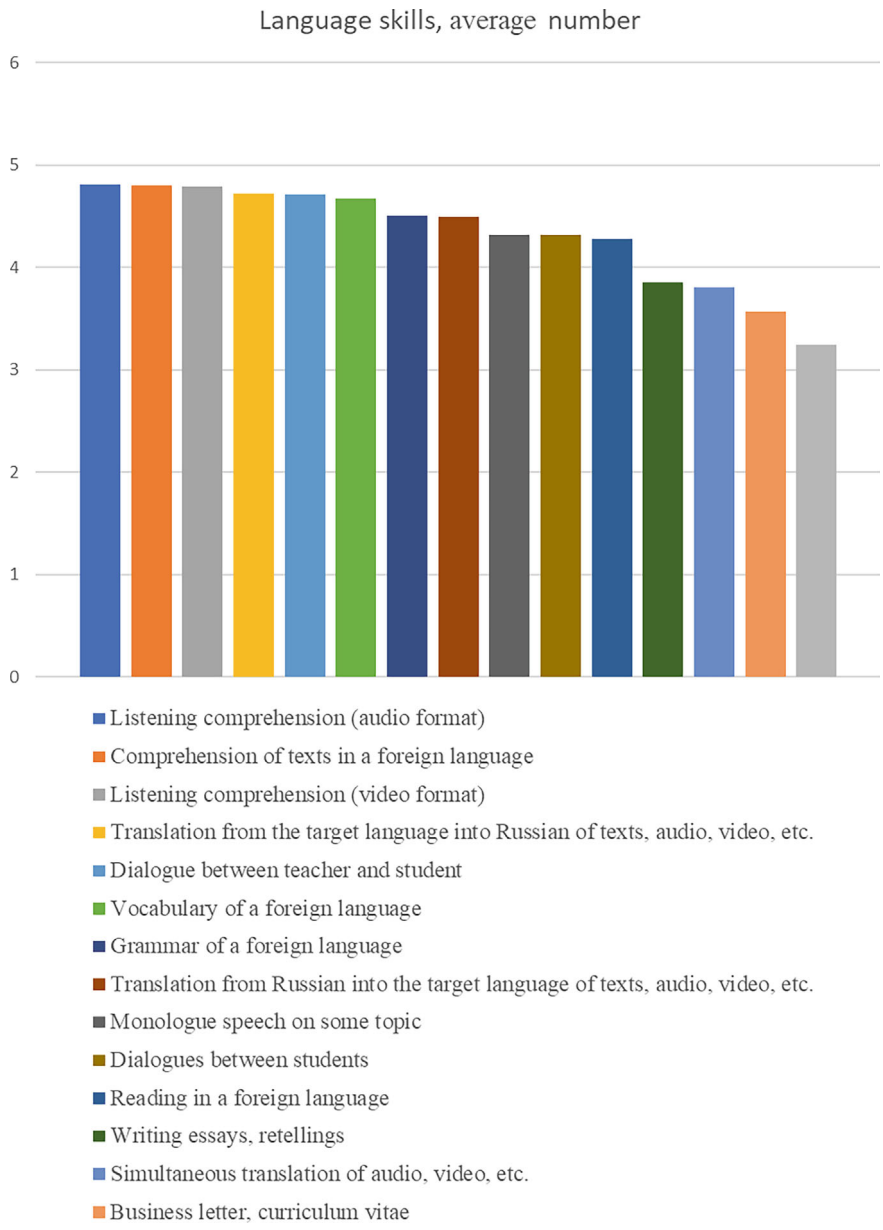

Fig. 3 The most important language skills that should be acquired according to students of retirement age, average number

- Low digital skills of the participant of the «Moscow Longevity» project;
- Lack of computers for learning and the use of phones as a device to learn and study;
- Vision problems;
- Inattention when using the microphone in class;

- Carelessness in sending messages to the language group chat room;
- Difficulties in memorizing and recalling information.

Vision problems and the lack of computers or laptops mostly effects the class dynamic and learning process, it's harder to comprehend information and participate in class activities. It also affects student's motivation.

5 Conclusion

In conclusion it is necessary to say that the importance of teaching students of retirement age rises every year as more and more people are likely to continue their education after retirement due to socio-cultural aspect of life (for example, to find new friends by interests and communicate or to reconcile with their children and/or grandkids who might live abroad and speak different language or languages).

In addition to that, it is important to analyse further the andragogy, the methods that can be used to teach students of retirement age and psychological aspects of teaching them. The importance of a teacher figure is immeasurable too due to the fact that he or she needs to be their colleague, mentor, psychologist and much more.

The surveys of this study showed us the most necessary vocabulary topics for this age group and the most important language skills for them that contradicts with some of modern Russian and European manuals and textbooks that mostly focus on teens or young adults. It is worth mentioning that the most important vocabulary topics aren't focused on career or business rather than on travelling and communication within foreign country. Moreover, the language skills clearly show us problems with listening skills within «Moscow Longevity» project's participants and is highly important for students of this age group.

In addition to that, we analyzed the difficulties of students of the retirement age. Most of them are connected with difficulties of understanding and using computer technologies and their health. Most of them come back to study foreign languages such as Spanish or English after a long period of break from studying. This pause affects immensely the paste of learning and understanding new information so it is highly suggested to prolong their learning experience and take it slow.

The findings suggest that language educators should adopt flexible and inclusive teaching strategies that accommodate a range of learning paces and styles. By focusing on conversational practice, real-life applications, and peer-to-peer collaboration.

In summary, teaching foreign languages to students of retirement age requires a thoughtful approach that acknowledges their specific needs and leverages their strengths. By implementing the recommendations outlined in this paper, educators can create more effective and enjoyable language learning experiences for retirees, contributing to their personal growth and social connectivity.

Acknowledgements. The authors express their gratitude to the Department of English for professional communication of the Financial University under the Government of the Russian Federation, as well as to the Department of Foreign Languages of the Philological Faculty of the Peoples' Friendship University of Russia for their support and valuable advice

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Strategies for Teaching Italian at the Non-linguistic Faculty

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Abstract. This article is devoted to the study of the most effective strategies for teaching Italian, which can be adapted to the needs of non-linguist students. The article mentions the importance of Italian language learning programs, emphasizing the need for their adaptation to specific fields of student activity. The goal of the article is to present the most effective strategies for teaching Italian, which can be adapted to the needs of non-linguist students. The research methods include the analysis of already existing Italian language teaching methods, the study of the characteristics of students, the development of new learning strategies. The teaching methods proposed in the article can be used by teachers of the Italian language to improve the effectiveness of teaching students of non-linguistic faculties. New strategies for teaching the Italian language based on the practical application of the language and the active involvement of students in the learning process are proposed. Recommendations have been developed to adapt existing programs to the interests of students of non-linguistic faculties. The importance of developing communication skills and expanding the lexical horizons of students in accordance with their professional orientation is substantiated. This article is based on the RUDN Hotel Business and Tourism Institute.

Keywords: The Italian language · Language training program · Methods of teaching Italian · Linguistics

1 Introduction

Nowadays, considering a tendency towards expanding international relations, it can be stated that the study of foreign languages at non-linguistic faculties is a relevant task. Historically, it has been established that the primary and most common foreign language taught in Russia was English. German and French were significantly less common. This trend persisted both in schools and later in universities. Italian was considered a less demanded language and was taught either as a second foreign language or within the framework of additional education. This trend also persisted in universities. The choice of including such languages as English, German and French was determined both by economic reasons—such as tourism and business economics—and by the widespread use of the English language among European countries. Even if a person does not

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E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_5

know the local language, tourists and hotel staff and other tourism facilities are able to communicate in English. Thanks to globalization and rapidly developing relations between different countries that allows to travel easily, the development of cultural tourism, as well as creation of conditions for working abroad, or buying real estate in a more favourable climate allowed many people, without having basic language skills, that are usually taught at school, to start learning the language of the countries where they would like to work or live. Whereas—due to their demand—there exists a great variety of English, German, and French language learning programs, there are few Italian language programs available for understanding and rapid development of practical skills for non-linguistic students. In addition, they must be adapted to a particular field. Among the currently existing quite effective learning programs, we can mention the one of the Edilingua publishing house. This publishing house has been producing high quality materials for learning Italian since 1996, dividing them by levels, goals and even interests.

1.1 Introduction to the Learning Program

For their learning programs the Edilingua publishing house has been developing textbooks, thanks to which students can do various exercises, play games, do role-play tasks, and quickly memorize important rules. The material provided in the textbooks is structured, the rules are often explained via tables.

Edilingua's Nuovissimo Progetto Italiano A1-A2 helps develop all the language skills. This is so because the material in the textbook is structured; the vocabulary level increases from section to section. The textbook welcomes the student with a lesson called 'Benvenuti'—'Welcome', which provides basic vocabulary, introduces the two auxiliary verbs, and gives basic information about Italy. All the rules are followed by several exercises: usually one or two of them in the textbook and more of them in the workbook. The prepositions exercises—one of the most difficult topics—are given in the workbook in almost every unit. It should also be noted that the textbook also familiarizes the students with the exercises of the international exam format: each unit includes listening, speaking, and writing exercises.

The material given in the textbook is structured, the rules are often explained in tables, and, in case a more detailed explanation is needed, it is enough to refer to the 'Appendix' section at the end of the textbook. Often in the textbook there are tables explaining the rules, but with gaps inside, so that the student can reconstruct the rule by analogy (often applies to verb conjugations).

Apart from a large amount of theoretical material and exercises, sufficient for achieving the A2 level, each lesson contains a section with information about the history, culture of Italy, and various aspects of Italians' life: thus, in 11 units of the textbook, one can learn about the geographical position of Italy, Italian cinema, music of both contemporary and past years, Italian cuisine, famous Italian fashion houses. These sections are followed by a glossary with definitions of new words and comprehension exercises for the text.

Another advantage of the Edilinguas's Progetto Italiano series is its complete set which includes a textbook, a workbook, audio recordings, video materials, a separate workbook for working with video recordings, as well as a book for additional reading and a grammar guide.

The entire learning program is divided into thematic modules. In addition to the Nuovissimo Progetto Italiano set, during the classes at the non-linguistic faculty, grammar is separately practiced using the Una Grammatica Italiana per tutti textbook which specializes on grammar only.

Despite the significant advantages of these programs, it should be noted that they are rather universal, and they lack emphasis on the direct sphere of activity, which is supposed to be taught at the non-linguistic faculty. Therefore, these programs should include more vocabulary connected to the sphere of students' interests. Learning by practicing should also be included in the program: role-plays, where students could use specific words and expressions, including slang words or collocations which are less studied within more classical learning programs, but which are often used in communications between people. What differs special language from the regular studied one is the vocabulary (Troncarelli, 2014). For example, the non-linguistic learning program also includes learning vocabulary from the textbook 'L'italiano nel Turismo'—'Italian in Tourism'.

All this will allow students without prior training to successfully start learning Italian, as well as improve their communication skills in the process of applying it.

1.2 Peculiarities of Students Studying the Italian Language at Non-Linguistic Faculties

Before describing the students' peculiarities, giving observations on their progress and performance, it should be stated that they are a group of 12 s-year students (a second foreign language—the first is English—is not taught during the first year of studies) who have not studied Italian before.

In the process of teaching Italian to a group of students, the following was revealed:

- Students are not interested in in-depth studies because they do not understand why they need it (see Bar chart 1 in 'Findings'). Unfortunately, there are students who have no interest in learning or intention of using the studied subjects in future, but they still attend the lessons, although do not put much effort into learning the language.
- For some students, motivation to learn a new language is directly connected with future, professional ambitions, or personal interests. If students do not have a clear reason or motivation to learn Italian, they may consider it less important or interesting to learn. In other words, some students of the group were simply obliged to choose a second foreign language (because it is a part of the studies program) hence are not interested in studying it at all. It is clear if looking at their attendance rate (see Bar chart 2 in 'Findings'), i.e., they neither attended the lessons nor participate in the learning process.
- Students who are interested in studying Italian believe that it would be an advantage when applying for a job as well as a great opportunity to find a job in Italy in case they will decide to move there either for their future studies or other reasons. It can be seen if a student is motivated: they easily read given texts, study the language beyond the classroom, do not get bored or distracted during the lessons (Balboni, 1998).

Summarizing the abovementioned points, it can be stated that most of the students do not realize the importance and necessity of studying the language at a deeper level,

as they do not have an understanding of whether the knowledge and skills, they receive can be of full use to them. Therefore, when preparing the course, the teacher should emphasize why it is so important to study the language in the proposed scope. More on this topic is discussed in the 'Findings', where there is a Bar Chart 1 showing the results of an anonymous survey held among 12 non-linguist students who study Italian.

What may become a challenge for students is that Italian is spoken and studied only in the classroom, outside of which they will continue to use their native language. Therefore, linguistic input is not disseminated in everyday life, it is not used in the communication of every day and therefore cannot be learned spontaneously and naturally by the student (Maugeri, 2021).

The students shall also be told about the difficulties that they might face during the so-called 'in-depth studies'. These include:

- Inability to describe the full range of services provided by a hotel or café.
- Inability to appropriately respond to somebody in conflict situations.
- Inability to expand the services provided to clients who wish to receive customized services, such as escorting them on a remote trip not included in the official tour programs.

1.3 Peculiarities of Teaching the Italian Language at Non-Linguistic Faculties

Teaching is carried out according to laws, acts and decrees which not only concern native and non-native language syllabi but also the language of instruction, the teaching of the host language to migrant students, exams and certifications, initial and in-service training programs for language teachers, and so on (Balboni, 2020). It is worth mentioning that the students must be taught the literary language, which is different from the ordinary one because of its formality (Spaliviero, 2020).

Based on the abovementioned difficulties that might be faced by the non-linguistic faculties' students, the following strategies are suggested:

- Practical application of Italian in various fields of studies—filling the course with many different examples (cases)—vignettes and possible dialogues of tourists with hotel, cafe, museum, and other tourist locations staff, as well as cases devoted to the safety of tourists which would include communication with police officers, doctors, security guards. Also studying the rules of public order shall be mentioned.
- Development of communicative skills. These skills include both the direct semantic content of dialogues and consideration of the culture of local communication: emotional, ethical, and other components.

1.4 Teaching Methods

Teaching the course is most effective when using various forms aimed at active involvement of students in the learning process and includes group projects and role-plays.

The semantic content of the classes should be filled with playing out real situations and solving problems related to the professional field of the students. Such situations can be named, for example, 'Checking into a hotel', 'Choosing an excursion', 'Ordering from a menu in a restaurant or in a room', 'Giving directions' etc.

After playing the situation, it is important to discuss both with the participants of the situation and with the whole group what was successful and what was not, and to propose solutions.

1.5 How Does Technology Help Learn Italian?

Technologies significantly expand the availability and accessibility of materials for learning Italian, making the learning process more interesting, diverse, and effective.

Currently, quite a variety of technologies are used to successfully teach Italian. Their choice and adaptation to the individual characteristics of both each student and the group as a whole depends on the teacher. A series of practical classes in the university's VR lab are considered the most optimal in this process. This lab offers a separate area equipped with VR set. During VR classes, guided tours of the main sights of Italy are held. It is also possible to choose a city.

Regular classes are held using a computer and a projector. Nowadays this might seem a regular thing, but in fact it is highly important to be able to show the students a PowerPoint presentation prepared in advance or to quickly switch the tabs and show them an image of a city, a museum or a monument mentioned in a text.

Surely, students spend most of their free time on smartphones and on social networks that can be a useful tool for learning Italian. In addition to regular chatting or surfing the net, they are advised to spend some of their spare time watching educational videos about Italy, its monuments, places of interest, or even about national cuisine; browsing photos would work too. An important thing is to study the country's geography, nature, weather; to get to know the country's famous hotels, restaurants which is of great importance for a tourism and hospitality student. It is now common that online learning, with all its specificities is to be considered of equal importance with respect to a face-to-face learning (La Grassa, 2019).

In addition to visual online activities, students are advised to listen to the radio, or music. Simultaneously, they acquire new vocabulary and phrases in an easy and pleasant way (Polok, Harężak, 2018).

1.6 Assessment and Effectiveness

The assessment and effectiveness of the described approach can be made based on the successes and achievements of the students themselves. The evaluation criteria can be:

- The student's ability to navigate the situation and resolve the situation in the right way. Theoretically, it would be better if they could propose 2 different options.
- The capacity to quickly find the right words or appropriate reactions in the role-play situations
- Extended vocabulary, being able to use it.
- Correct use of grammar.
- The use of cultural slang.

Tasks requiring self-assessment can also be an effective way to measure progress. Students tend to remember a rule if they look it up themselves. It works in the same way with self-assessment exercises: if their answer was wrong, they try to find out why. If

the teacher checks their answers, corrects the wrong ones, hands the paper back to them, they are unlikely to look up the information on why the given answer was wrong.

As a part of the learning program, after finishing each unit of the book, as a part of their homework, the students are told to do exercises based on a video, which makes part of the book set.

1.7 The Advantages of Studying Italian at the Non-Linguistic Faculty

As mentioned before, the success of mastering Italian by non-linguist students depends on personal interest, involvement, and motivation in learning the language. To do this, it is necessary to create as detailed an idea as possible for students about how they are going to use the acquired skills. It is worth mentioning the expanding possibilities. Knowing Italian can become a competitive advantage when looking for a job in such areas as:

- Tourism and hotel business: Italy is one of the most popular tourist countries in the world, so knowing the language will allow students to work in hotels, travel agencies, tour bureaus and other organizations related to tourism. If a waiter or maid has an extended vocabulary, there will be more positive reviews about them and this will be reflected in their status and salary, the opportunity to train others, and interaction with international clients. A specialized language training in the workplace is necessary for all foreigners working in Italy or in contact with Italian companies (Troncarelli, La Grassa, 2015).
- Foreign trade: Italy is one of trading partners of Russia, so knowing the language will allow students to work in the field of export–import of goods, logistics, and international sales.
- Fashion and design: Italy is a trendsetter and a design center, knowing the language will allow students to work in the fashion industry, design bureaus, as well as in the field of procurement and sales of Italian goods.
- The field of art and culture: Italy is the birthplace of many famous artists, sculptors, architects, musicians, and writers. Knowing the language will allow students to work in the field of art and culture, for example, in museums, galleries, libraries, publishing houses. While working in a hotel or any other agency dealing with tourists, the specialist will not get into awkward situations that may affect the reputation of the hotel or travel agency.

One of the greatest advantages is self-development and personal growth. Also, studying Italian helps develop the English language skills. Students become more attentive and start recognizing words derived from Italian in English texts (words with Latin origins).

Another advantage is the opportunity to travel and explore the language, culture:

- Knowing Italian will allow students to travel around Italy on their own, communicate with locals, visit museums and other attractions. The Italian language is the key to understanding Italy's rich culture, which includes art, architecture, music, cuisine, fashion and more.

2 Problem Statement

This article highlights the following problems:

- Incomplete adaptation of Italian language teaching strategies to the needs of students of the non-linguistic faculty. This may include not taking into consideration the specifics of students, their motivation, or interests, as well as inadequate use of teaching methods that are not suitable for this target audience.
- The lack of modern language teaching methods or ignoring modern research in the field of foreign language teaching.
- Not considering the specifics of the Italian language and its features, which may be important for teaching at a non-linguistic faculty.
- Not evaluating the effectiveness of the applied strategies for teaching Italian at the non-linguistic faculty. It is important to evaluate and provide feedback on the learning outcomes to ensure the success of the selected methods and strategies.

3 Research Questions

What teaching methods and how can the use of technology in teaching Italian at the non-linguistic faculty most effectively develop communication skills and practical application of the language in various fields, and what evaluation criteria and methods of measuring student progress can help evaluate the success of such methods?

What features of a non-linguistic target audience can influence on the choice and effectiveness of methods of teaching Italian at a non-linguistic faculty, and what advantages of learning Italian at this faculty can be identified through an analysis of learning outcomes?

4 Purpose of the Study

The purpose of the article is to describe the most effective strategies for teaching Italian, which can be adapted to the needs of students who do not do linguistic studies but still need to learn a second language (which is not English).

Also, the purpose is to analyze the existing Italian language training programs, to study the characteristics of students studying Italian at non-linguistic faculties, to offer new learning strategies based on the practical application of the language and the active involvement of students in the learning process.

Another purpose of the article is to develop recommendations for adapting existing programs to the interests of students of non-linguistic faculties, to justify the importance of developing communication skills and expanding the lexical horizons of students in accordance with their professional orientation.

5 Research Methods

To conduct this study, the following research methods were used:

- The analysis of existing methods of teaching Italian. To define the most effective teaching strategies, the existing methods of teaching Italian were studied, as well as highlighting their advantages and disadvantages.

- Studying the peculiarities of students. The characteristics and needs of students who do not have a linguistic education were studied to adapt a teaching method to their needs.
- Developing new learning strategies. Based on the analysis and study of existing methods, as well as considering the needs of students, new strategies for teaching Italian aimed at improving the effectiveness of learning were developed.
- Developing recommendations for the adaptation of training programs. Based on the conducted research, recommendations for the adaptation of existing Italian language training programs to the interests of students of non-linguistic faculties were developed.

6 Findings

Below there are the two bar charts showing why the 12 students at a non-linguistic faculty have chosen Italian and how they rate their Italian skills (Fig. 1).

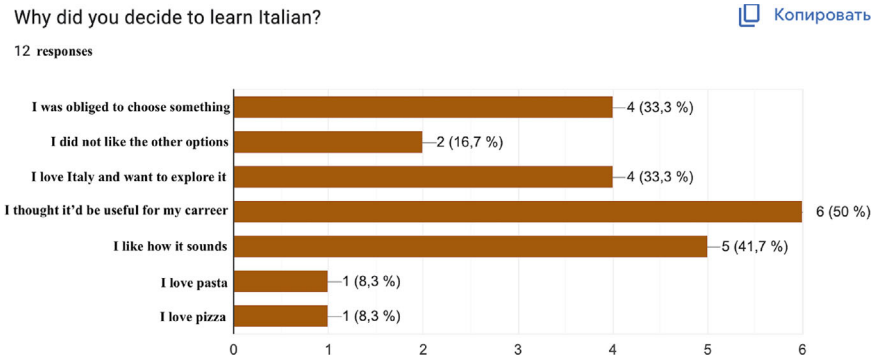

Fig. 1 Bar chart 1

Before giving the analysis of the Bar chart 1, it should be noted that it was a multiple-choice questionnaire.

Before giving the analysis of the Bar chart 1, it should be noted that it was a multiple-choice questionnaire.

According to Bar chart 1, 50% of the respondents thought that choosing Italian would be useful for their future career. For students, it makes 33%, claim that they love Italy, and want to explore it. There is the same amount of students, 33%, who claim that they were obliged to choose something because it was necessary. Only two of the respondents, 16.7%, say that they did not like the other options that the faculty had offered (apart from Italian, Chinese, Japanese, Korean, Arabic, Spanish, French, and German are available to study). Five students out of 12, that makes 41.7%, claim that they like how Italian sounds. And finally, the total of two students have written that they love pizza and pasta which cannot be considered a serious answer (Fig. 2).

According to Bar chart 2, 5 students out of 12 consider having an 'average' level of Italian which is characterized by the following: 'I am able to present myself, talk on



Fig. 2 Bar chart 2

basic topics, but will need a translator to communicate'. Next, 3 students out of 12 claim to have 'very bad' Italian language skills, that they do not remember a single word if they were asked to say something right now. The problem that can be seen here has not got anything to do with the teaching method. The reason this option was included in the questionnaire is low level of attendance. We can see that there are 2 students that think to have 'bad' Italian skills, characterized by knowing basic famous words like 'ciao' or 'bello'. Another option that is absent from the chart is 'Very good—I can read books, news, listen to music and understand at least 80% of it'.

It should be mentioned once again that the respondents are second year students who have an estimated level of knowledge of A1 + yet they are fully aware of their skills.

7 Conclusion

This article discusses important aspects of strategies for teaching Italian at the non-linguistic faculty. Studying Italian at the non-linguistic faculty is of considerable value, as it offers great opportunities for students professionally and culturally. Throughout the article, the features of the audience, learning objectives and teaching methods that contribute to the effective development of Italian by non-linguistic students were highlighted.

One of the key aspects of learning Italian is the active involvement of students through group projects, role-playing games and the use of real situations related to the professional field of students. The study of Italian at non-linguistic faculties is becoming increasingly relevant in the context of globalization. Modern technologies in learning, such as VR labs and educational applications, also play an important role, contributing to more effective and interactive learning.

Studying Italian at the non-linguistic faculty opens broad career prospects for students and enriches their cultural horizons, giving them new opportunities for professional and personal development.

In general, the development of strategies for teaching Italian at the non-linguistic faculty should be aimed at considering the specifics of the audience, integrating modern educational technologies, and evaluating the effectiveness of the methods used to ensure the highest quality and effective learning.

In conclusion it should be said that the main aspects of teaching Italian to non-linguist students should be the following:

- Motivating students to learn a language based on their personal perspectives (career, financial growth, self-improvement etc.)
- Adapting existing programs to the interests of students, including compiling existing programs, introducing practical classes as close to reality as possible considering the needs of students during classes that will help them apply Italian in real life situations.
- Developing new programs by introducing developed cases considering the interests and motives of learning the language by each student, enriching the lexical vocabulary in accordance with the topics of the field.

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Business English in the Context of Global Changes and Professional Development

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Abstract. Amidst the whirlwind of information and technological achievements shaping our daily life and work, people encounter numerous opportunities and challenges. As the economy undergoes transformative shifts, career development directions are unpredictable, requirements and needs at workplaces are diverse. In the context of modern education and the prevalence of English as a lingua franca of Business, our aim in this article is to delve into how Business English courses are addressing all these pressing demands and to explore potential new models for these courses which would align with the evolving requirements of the business world.

By analysing the current content of Business English course books, examining available academic research in the realm of Business English teaching and learning and prevailing job requirements in the globalised business environment we endeavor to propose some innovative paradigms for the design of Business English courses.

Our findings lead us to the conclusion that the design of Business English courses demands multidisciplinary approach. Such courses need constant updating and upgrading to remain in step with all the dynamic in this new era ensuring that they provide students with pertinent and timely instruction. This adoptive approach is essential for staying relevant in the modern world of constant development and acceleration and equipping students with the skills required to navigate the challenges of the contemporary business environment.

Keywords: Business English · Lingua franca · Course design · Skills · Personal development

1 Introduction

In the era of constant information and technological changes and business and life challenges education plays an important role in the life of every individual. The global complex circumstances make the processes in education more dynamic than ever and the need for a whole variety of competencies in the business field calls for constant revisions and upgrading of educational programms in various fields. Therefore, the prevalence of English as a lingua franca of business all around the world places business English courses on a very important place on the educational platform. The main purpose of

© The Author(s), under exclusive license to Springer Nature Switzerland AG 2025
E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_6

these courses is to help students to develop their business communication competencies necessary for a demanding future business careers. As business communication is quite a broad phenomenon and presupposes mastering some other more or less closely related competencies and their (purposeful) correlation and cohesion, the task of course and materials design for the contemporary Business English courses is quite a challenge for ELT methodologists and ESP teachers. The current needs in global business communication in the era of multiculturalism and multilingualism require new content in order to make these courses more efficient and suitable for individuals pursuing successful careers. In order to enhance education in the field of business communication skills in this paper we reevaluate the boundaries of Business English courses and consider how to adopt these courses to the global and individual needs and requirements efficiently and timely.

1.1 Business English Courses as Part of ELT

Business English is an ESP course which content is the closest to general English courses and its main objective is to prepare students for successful communication in the business environment.

ESP approach has developed over five decades of research and practical application in classrooms, exerting significant influence in university and workplace settings across various regions globally. Since its very beginning by now these courses changed the focus of the instruction. At first the focus was on vocabulary and now it is more on the communication in various contexts. Term 'successful communication' is quite a complex and broad term in this case. Apart from using correct terminology and grammar in English it includes proper use of various communication strategies in different situations, such as communicating inside the company among the colleagues, crosscultural communication, tactics in communication with customers and alike.

Business English courses worldwide are attended by a whole range of different generations and realized in a variety of models. They are part of educational programms in certain high schools and universities, but also they are very attractive for business people who attend them as a part of their self-development or company's human resources programms.

Business English courses are organized in a traditional, blended and online format.

1.2 Online Courses

Online possibilities for Business English courses are very diverse. For example, learners can use language applications, self-study courses, YouTube channels, peer-to-peer learning applications or live online classes. Business people who want to develop some useful business skills take various types of Business English courses. The whole range of different programmes for that purpose are available online. For example, business English programmes may last for several months and include modules such as: self-awareness, communication, time management, how to sell and influence, how to say no, effective meetings, critical thinking, planning and agility, professionalism, collaboration and teamwork. (https://www.hardskills.com/gbs). Business people who are attending such courses are usually very busy at their jobs and they don't have enough available time.

Because of that these courses are usually flexible, students may listen to the lectures when it best suits them which is of a great importance for high-flying professionals.

1.3 Business English Coursebooks

The core Business English teaching materials are course books. Coursebooks available on the market such as Market Leader (Pearson/Longman), Business Builder (Macmillan), Intelligent Business (Pearson/Longman) or Express English are focused on specific business skills like job interviews, presenting, negotiating, report writing, participating in small talk, telephoning, conducting meetings. English Express addresses specialized industries, such as human resources, marketing, advertising, and alike, while Intelligent Business includes additional resource pack 'Skills Book' with Culture profile for further developing crosscultural communication skills and 'Grammar reference' for functional business English practice. The overall insight into the content in Business English coursebooks shows that cultural issues are not included enough.

1.4 Job Requirements

Business world is constantly under the pressure of global acceleration. Multytasking and pressures over deadlines are everyday challenges of many ambitious business people. In order to achieve competitive advantage companies are looking for the individuals who are experts in their fields but who also possess soft skills such as, communication, decision making, flexibility, commitment, innovation, integrity, leadership, life-long learning, motivation, negotiation, teamwork, time management and basic office skills, basic maths skills, excel skills, remote working skills. Most of those skills are included in Business English courses which makes them necessary for anyone who is pursuing successful professional career.

2 Problem Statement

As the world speeds up it seems that people are forced to gain different competencies in a short time. Because of that, Business English classes should be created to be as efficient as possible. Due to their flexible character it can be achieved by appropriate teaching approaches and materials design.

3 Research Questions

Our investigation is focused on the question how to upgrade Business English courses through the introduction of new content.

4 Purpose of the Study

This article aims to provide some suggestions on how to improve business communication education by reassessing the content of Business English courses. It examines how these courses can be adapted to meet both global and individual needs more effectively and promptly.

4.1 Academic Research on Business English Communication

The scholars started to show interest for business communication in the second half of the twentieth century (Angelmarn and Stern 1978; Johns 1986) and since then the research interest has been moved from the description of language itself to the investigation of the language in context. In 2010 there was an attempt to establish Business Linguistics as a separate branch of linguistics, by defining it as 'a field that explores the specific functioning of language in a business context, investigates the use of language resources in business activities, and studies verbal and para-verbal aspects of business communication' with the aim 'to understand the deeper inner meaning in socio-economic, corporate and advertising discourse,' and 'to identify manipulative mechanisms and techniques influencing public opinion (including those of unfair businessman)' (Daniushina 2010, pp. 241–242).

Recent academic research on ESP and business English communication approach these topics from many different perspectives.

Hyland and Jiang (2021) conducted an examination of 3,500 articles on ESP topics from the Social Science Citation Index since 1990. Their findings suggest that classroom methods continue to hold significance within the field. Additionally, there's a consistent focus on specialized written texts, particularly in higher education and business English. Moreover, there's been a notable surge in attention towards identity, academic discourse, and workplace communication. Tan, Harji & Hu (2023, p. 159) in their research point out that the new frontiers in ESP filed are: EAP, teacher development, needs analysis in under-researched settings, as well as EMI (English Medium Instruction) and Corpus-based teaching pedagogies. For example, corpus-based approaches in language teaching were the subject of the study by Reppen (2013) and Friginal, Dye & Nolen (2020).

Lewis (2019) highlights the concept of three types of culture: linear-active, multi-active, and re-active which should be taken in consideration in business English environment and consequently included in Business English instructions. Linear-actives, such as Germans, are individuals focused on tasks, organized planners who tackle action sequences by methodically addressing one task at a time, following a structured agenda. Multi-actives, like Latins, are characterized by their emotional expressiveness, verbosity, and spontaneity, valuing familial and relational connections. They prefer multitasking and are less inclined to adhere strictly to schedules. Reactives, exemplified by Asians, excel in attentive listening, often preferring to observe and understand others' perspectives before initiating action or dialogue, opting to react based on the information they gather' (Lewis 2019, p. 10). Besides, Lewis (2019) stresses out that the feminine values and gender equality will be even more important in the future.

Finally, some authors investigate identity, politeness and discoursive practices in a global communication (Eslami et al. 2023) and practical tools helping students and managers to work with international staff in their own country or abroad (Chong 2020).

5 Research Methods

5.1 Principles of Course Design

Situated within applied linguistics, ESP, unlike many other approaches, can be distinguished by its receptivity to methodologies and insights from diverse fields. Within the classroom, it integrates components from communicative language teaching, task-based language teaching, and project-based learning, along with more recent approaches such as corpus-oriented and text analytic methods (Hyland 2022, p.205). Key features of ESP encompass needs analysis (i.e. students' needs in the business situation), genre analysis (i.e. analysis of a specific business language corpus), communicative teaching methods (i.e. placing the instruction in the real business context), ethnography (i.e. relating to valuable insights into target contexts), and social constructionism (i.e. relating to the use of discourse to change communities). These fundamental concepts make the essence of ESP, aiding educators in comprehending the functioning of real-world communication and translating such insights into practical classroom strategies (Hyland 2022, p. 205).

ESP syllabus is usually based on 'a detailed analysis of the language features of the target situation' (Hutchinson and Waters 1998, p. 92). It includes language and skills content and should be used 'flexibly and appropriately to maximise the aims and processes of learning' (Hutchinson and Waters 1998, p. 94).

'Needs' encompasses various elements, including learners' objectives, backgrounds, language skills, motivations for enrolling in the course, teaching and learning preferences, as well as the real-life contexts in which they will apply their communication skills (Hyland 2006, p. 73 in Hyland 2022, p. 205). Initially, needs analysis primarily concentrated on examining the vocabulary, grammar, and technical aspects found in English texts. Subsequently, attention shifted towards exploring the broader rhetorical structures present in specialized texts, aiming to characterize scientific writing as compositions made of functional units (Trimble 1985; Hyland, 2022, p. 206).

Lately, there has been an inquiry into "whose needs" are being prioritized, prompting discussions on the political implications of target objectives and the groups they cater to. Are major corporations gaining more advantages than individual students through a focus on target needs? Is it in the students' best interest to cater primarily to big business or academic disciplines? Nonetheless, it's evident that the fundamental necessity of understanding learners, target environments, discourses, and circumstances underscores the importance of a robust research foundation as the starting point for any English for Specific Purposes (ESP) activity (Hyland 2022, p. 206).

6 Findings

6.1 Suggestions for BE Courses Design

By scrutinizing established content in Business English course materials, delving into scholarly research on teaching and learning in the Business English domain, and taking into account the contemporary demands of the global business arena, we aim to offer recommendations for enhancing the effectiveness of Business English courses by integrating fresh content. Our suggestions go into the following directions: (1) New content

related to global cultural phenomena, (2) New topics with the focus on individual needs (3) New language content based on current academic research.

New topics with the focus on global cultural phenomena. Global cultural issues are very important in the modern business world. Different cultures require independent approaches in business communication. Being aware of cultural specifics of business partners may enhance communication and ensure more success in the business interactions. As stated above there are three types of culture we may refer to. They are linear-active, multi-active, and re-active, with its representatives Germans, Latins and Asians respectively. People who belong to these cultural types have different habits and expectations in communication. Their reactions and interaction will differ and without awareness about these distinctions we may be less successful in business communication. Successful communication is not only about correct grammar and vocabulary but much more than that.

Most of the coursebooks for Business English courses are based on British and American cultural paradigms, while most of the other cultures are not included enough. As business interactions worldwide involve a lot of other cultural profiles as well, business people need to know more about them in order to be able to communicate successfully in the business world.

New topics with the focus on individual needs. Business is not separate from the broader spectrum of life and the success in business depends on the whole range of factors and individual strengths. Strengthening professionals in the modern business environment may be achieved through developing some relevant business-related psychological knowledge. For example, some contemporary business-related topics such as burnout, imposter, mobbing, stress, resilience may be incorporated into Business English courses as a thematic framework for practicing various language skills. Tasks based on these themes may be included throughout the course as a segment called 'My life skills'. The main purpose of such content would be to help students to develop awareness of importance of personal strengths, which is prerequisite of any business success.

Cooperation of ESP practitioners with business psychologists should be considered as a valuable support in the materials and course design.

New language content based on current academic research (Linguistics). Insight into linguistic corpus presented in Business English coursebooks shows that there is a need for further and better integration of the scientific findings from the Business Linguistics and other related fields into Business English courses. The findings concerning language use in different situations with specific effects may be very useful in the process of materials design. For example, humour, manipulation strategies, linguistic landscapes, and alike are some of the topics which have been the subject of valuable scientific research (Malyuga 2024, Budinčić and Zubkova 2023, Malyuga et al. 2023) recently and the appropriate implementation of the results of these studies in the materials design may enhance language instruction in Business English courses.

National or international projects which would create online platforms for Business English teachers containing resources based on relevant international academic research of Business linguistics (or Corpus linguistics) and other relevant fields would be very helpful in the process of materials and course design in the future.

Integration of new topics through the use of authentic materials. In the following paragraphs we will give some suggestions on how to incorporate all these topics in classes using authentic materials.

Perusing business periodicals is an excellent method for keeping abreast of the most recent news, trends, and insights within the realm of business and they should be used regularly as authentic materials in classes. Some of the most popular business magazine are Forbes, The Economist, Harward Business review, Bloomberg Businessweek, Fortune, Fast Company, Enterepreneur, Inc., Wired, Business Insider.

To illustrate how the texts can be used we will remark on a text 'Beating Burnout' by Monnique Valcour in Harward Business Review (https://hbr.org/2016/11/beating-burnout). The author highlights the three components of the 'burnout' phenomenon—exhaustion, cynicism, inefficacy and states that recovery and prevention may be accomplished by prioritizing self-care, shifting one's perspective, reducing exposure to job stressors and seek out connections. Depending on the level of students and their current interests and needs the text can be used as a base for further investigation, debates, individual or group presentations and projects.

Apart from interesting business magazines' texts, teaching materials may include some diagrams and drawings which present certain phenomena which can be suitable for an initial discussion and may turn into various classroom tasks or projects.

For example, key terms which may be the topics for discussion and research in Business English classes are impostor syndrome, stress, mobbing, resilience and alike.

Business podcasts can be used in the similar way for creating a range of motivating tasks based on authentic listening materials dealing with some up-to-date business themes. Some of the popular ones are: The Syllicon volley podcast, My first million, Masters of scale, Youpreneur, Coaching for Leders, Beyond the to-do-list. Psychology magazines are also valuable source of authentic business related materials.

6.2 Discussion

Having in mind overall offer of Business English courses and content of Business English course books on the market, academic research in the field of ESP, Business linguistics and global communication, and the requirements in the business due to the quick changes in the business field, it is important to investigate how Business English courses can be improved in order to provide the most relevant content/instruction in the given time. We come to the conclusion that Business English courses need constant updating in terms of global cultural issues, new topics dealing with psychological personal phenomena and incorporating the findings about Business linguistics into teaching language skills. As the phenomenon of communication in the business context is quite complex and diversified process, tailoring Business English courses should take into consideration concrete needs of an individual or group of students who are attending the course. Course designers should try to make courses which will meet personal/individual and global/professional needs. In this section we presented some suggestions for incorporating new content in Business English courses, which may improve the quality of the present or future business life of each individual.

7 Conclusion

The field of language education is dynamic and tailoring language instruction in the most suitable way for each individual or group is quite a challenge but at the same time quite a rewarding endevour. Business English courses provide instruction for life and career development and as such should be tailor-made.

Our findings based on the analysis of the current content of the Business English courses and job requirements lead us to the conclusion that the design of Business English courses demands multidisciplinary approach and needs constant updating and upgrading to remain in step with all the dynamic in this new era. This adoptive approach is essential for staying relevant in the modern world of constant development and acceleration and equipping students with the skills required to navigate the challenges of the contemporary business environment.

We are suggesting that Business English courses should be improved by integrating more content about cultural aspects which are relevant for the global communication, topics necessary for developing business-related individual awareness and strengths and more incorporation of the scientific findings about Business linguistics into teaching language skills.

The possibilities which arise from the open and flexible character of Business English courses are open for further investigation from different perspectives.

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Metalinguistic Relevance: Subliminal and Conscious Evaluation of VPE in the Corporate Sphere

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Abstract. This study investigates the metalinguistic significance of verb phrase ellipsis (VPE) in corporate communication, examined at both the subliminal and conscious levels. As a field, metalinguistics explores the reflexive aspects of language, specifically its use to describe, analyze, and interpret linguistic phenomena. In this context, VPE serves as a tool for reflecting the linguistic and psychological depth of communication.

Conscious use of VPE is linked to the deliberate application of strategies designed to create clear and persuasive messages aimed at shaping a specific perception in the audience. Meanwhile, the subliminal use of ellipsis involves subtle techniques that influence the behavior and attitudes of interlocutors at an intuitive level.

The results reveal that entrepreneurs use VPE subliminally, while journalists use it more consciously. This difference may be attributed to their roles and the communication contexts in which they operate.

The study highlights the impact of professional roles and training levels on the strategic use of VPE, offering valuable insights into how individuals with different professional backgrounds adapt their communication strategies to effectively achieve their goals.

Keywords: Verb Phrase Ellipsis (VPE) · Corporate Communication · Metalinguistics · Subliminal Use of VPE · Conscious Use of VPE

1 Introduction

VPE represents the omission of a verb group in a sentence, which can serve as an effective tool to simplify speech and reveal moments of hesitation or lack of awareness in the speaker. In corporate discourse, the use of VPE impacts emotional perception and communication structure, emphasizing not only linguistic but also psychological aspects.

The reflexive level of language integrates both subliminal and conscious devices, enabling us to use language intuitively and recognize its structure and rules. This interaction provides the fluidity necessary for everyday speech and the analytical depth essential for learning, creativity, and solving complex linguistic problems.

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E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_7

VPE can be examined from two perspectives: it may be used in corporate discourse either subliminally or consciously. The omission of a verb phrase (VP) in a sentence not only improves communication efficiency but also indicates moments of hesitation or uncertainty regarding the topic being discussed.

Given that corporate communication often requires precise evaluation of phenomena, the use of VPE in conversations can evoke a range of emotions among speakers. Elliptical constructions reflect not only linguistic characteristics but also psychological connotations, such as emotionality conveyed through omissions within sentence structures (Barkhudarov 1975).

The conscious use of VPE involves deliberate strategies employed by corporations to influence audience perceptions through clear and intentional messaging. In contrast, subliminal usage incorporates subtle techniques that unconsciously shape audience attitudes and behaviors, often without overt recognition (Blokh and Ostapenko 1985). By examining both approaches, this research seeks to offer a nuanced understanding of how VPE is strategically employed, both explicitly and implicitly, in corporate communication.

2 Theoretical Framework

Elliptical constructions are sentences that deliberately deviate from linguistic norms. They involve the deliberate omission of certain elements, making it difficult to fully understand the meaning without restoring the omitted parts (Labov 2009; Ross 1967).

VPE can be investigated in sentences that can be reconstructed within a sequential context. Accordingly, the missing elements are inferred from the context (Barkhudarov 1975).

Metalinguistics studies language as a means of describing language itself, that is, the process of using language to make sense of, analyze, and interpret linguistic phenomena. It explores the reflexive aspects of the linguistic system (Sperber and Wilson 1986). The reflexive level of language describes the use of words on a conscious and subliminal level.

At the level of conscious use of VPE, language becomes an object of analysis, interpretation, or intentional choice (Babaitseva, 1979). Conscious use of language is manifested when the speaker selects words for expressiveness, precision, or stylistic coloring, recognizes errors, and attempts to correct them (Labov 2009; Ross 1967).

Subliminal language use is an automatic, intuitive process that does not require awareness and analysis. This level is related to basic speech skills formed during socialization and language learning. Such as automatic matching of words in a sentence (e.g., correct use of gender, number, and case without thinking), instant understanding and interpretation of the meanings of words and expressions in familiar contexts, use of idioms, phrases, or constructions whose meaning and form are fixed in the subconscious mind (Malyuga and McCarthy 2021).

The subliminal use of VPE in speech allows the speaker to buy time for thinking, simplifies the speech, and makes it more comprehensive. It also creates an opportunity to switch to a more informal tone, which can convey psychological aspects, such as fostering a more friendly and informal atmosphere conducive to future collaboration (Dugalich and Ebzeeva 2024).

Subliminal language use is automatic, intuitive processes that do not require awareness and analysis. This level is related to basic speech skills formed in the process of socialization and language learning (Arutyunova 1998).

3 Methodology

To address the objectives of the current research, a total of 215 diverse corporate communication scripts containing VPE were carefully analyzed and evaluated, providing empirical evidence for the study.

The scripts were selected to represent a broad spectrum of communication strategies, including both conscious and subliminal uses of VPE. The analysis was conducted using both quantitative and qualitative methods to examine how VPE is strategically employed to influence the interlocutor.

This dual approach ensures a comprehensive evaluation of the material, providing a well-rounded understanding of the trends and patterns associated with VPE in corporate communications, and highlighting the different ways it is utilized to shape perceptions.

The methodology of the research focuses on identifying both conscious and subliminal uses of VPE within corporate communications.

4 Practical Evaluation

The samples illustrated below are taken from such web sources as Seeking Alpha, Yahoo Finance, and CNBC.

> Speaking of Binance, let's... let's talk a little bit more about that crypto exchange. **{There have}** been in the news a lot in the past 12 months. Give us a little bit of background as to why this interview is kind of pretty important, bit of an exclusive there. Give us a little bit background on by Binance. (Tom Chitty, 2024)

The first paragraph evaluates VPE expressed by the omission of the subject and part of the predicate—the auxiliary verb "there have"—while the second part of the predicate—the past participle "been"—is present in the sentence.

This method of abbreviation is grammatically incorrect, but it is often observed in negotiations since it changes the style of speech from official to more informal and conversational, which helps to create a more comfortable and trusting environment.

The truncation can be accounted for according to the grammatical rules of the English language. The ellipsis in this sentence is contextual and used subliminally.

> And over the next year or two, they often say these bull markets are a good time to support the industry, brings money into the industry, perhaps new innovations and things like that. We'll see what happens this year. **{There are}** 13,777. Last week, you were sort of wildly wrong on it. Let's be honest, the answer was or at least the question was a little random. The number of cryptocurrencies in the world. (Arjun Kharpal 2024)

There is an omission elevated by the predicate "there are" and part of the subject "cryptocurrencies". The example illustrates the inclusion of VPE. This method of abbreviation violates the grammatical rules of the English language.

The subject-predicate structure is truncated for brevity, which is common in spoken or casual communication. This omission relies on the speaker's or listener's ability to infer the missing verb phrase from the preceding context. In this case, the ellipsis does not introduce ambiguity because the omitted material, "there are", was recently mentioned and is syntactically recoverable. By omitting repeated elements, the speaker maintains the listener's focus on new or emphasized information. The success of the ellipsis depends on the listener's ability to track discourse references and infer missing elements. In this case, clear antecedents ensure coherence.

The ellipsis in this example is made up of the preceding sentence and is not contextual, which disrupts the perception of accurate information. The conscious use of VPE makes the listener pay more attention to the emphasized numbers. According to the research, journalists use a specific form of psychological trick to make the person more concentrated on the key point.

> 13,777 cryptocurrencies **{are}** in existence. How crazy is that? There's lots of coins themed around cats, around dogs, around other pets. There's obviously you know, the main coins like bitcoin. There's stablecoins. And then there's a bunch of you know, what people, what you mentioned earlier meme coins. People invest in them. Well, sometimes you'll see like a meme coin up like 200% in a day or something like that. It's a thing. (Arjun Kharpal 2024)

This example illustrates a subliminal inclusion of VPE expressed by the predicate "are".

The violation of the grammatical rule is situational, as the interlocutors have already made the transition to a more informal language from the very beginning of the conversation.

This technique of contextual truncation conveys a touch of informality and ease in communication, allowing the interlocutors to feel more comfortable and relaxed. It can also help to speed up the communication process and make it more natural.

The ellipsis here reflects a shift toward a more informal, conversational tone. Informal language often favors brevity and a more relaxed structure. This helps reduce the formality of the conversation and signals that the speaker is not overly concerned with adhering strictly to grammatical rules. The omission makes the communication feel more spontaneous and natural, enhancing the connection between speaker and listener.

The violation of grammatical rules is not arbitrary, it serves a specific purpose. In formal speech, maintaining the full subject-verb agreement ("13,777 cryptocurrencies are in existence") would be required. However, in this casual context, the omission is perfectly acceptable and even contributes to the ease of communication.

From the listener's perspective, the omission may not only contribute to a sense of informality but also affect how one can interpret the statement. The ellipsis can create a sense of shared understanding, where both sides can be "on the same page" about the discussion topic.

> Good morning. Thank you for joining us on today's results call for the first quarter of 2024. At our investor update a little over nine weeks ago, we set out a three-year plan to deliver a better run, more strongly performing and higher returning Barclays. To do so, we aim to make Barclays a simpler, better and more balanced bank. We are executing in a disciplined way against this plan, and this is our first progress report against our longer journey. I am happy with our overall Q1 performance, which keeps pace with our financial targets for 2024 to 2026. These are: first, **{we aim to}** grow returns with a target RoTE of about 12% in 2026; second, **{we aim}** to rebalance the bank with a target to reduce RWAs in the Investment Bank from 58% of group RWAs to around 50% in 2026; and third, **{we aim}** to distribute more capital to shareholders with a target of returning at least £10 billion over 2024 to 2026. (Venkatakrishnan 2024)

The explicit repetition of the verb phrase "we aim to" is omitted in the second and third targets. The missing verb phrase is recoverable from the initial instance ("we aim to grow returns") in the first target, serving as the antecedent for the ellipsis in the subsequent clauses. Repeating "we aim to" before each target would be redundant. The omission makes the delivery more concise while retaining clarity. The ellipsis aligns with the cooperative principle in communication, where unnecessary repetition is avoided. Initially provided meaning remains clear. The conscious integration of VPE gives laconic evaluation of the text.

> We said in February that we will hold ourselves to account in a detailed and transparent way on a group basis and by division. In Global Markets, we did not capture market opportunities to the same extent as some of our competitors did. For example, FICC was not as strong as we would have liked, and we will have more to do on European rates, one of the three focused areas which we identified in February. On the other hand, we are starting to monetize investments made in the other identified focus areas, securitized products and equity derivatives. I'm pleased about this, and Anna will talk to you about this in more detail. In Investment Banking, DCM delivered an improved performance in the quarter, and we have the potential to do **{perform}** better. As we said at the investor update, we are focused on improving our performance in ECM and advisory, but there is naturally a longer pathway to success in these businesses. (Venkatakrishnan 2024)

The verb "perform" is easily inferred from the earlier reference to Investment Banking performance ("DCM delivered an improved performance in the quarter"). The ellipsis in this excerpt serves to streamline the speaker's communication, avoiding redundancy while maintaining clarity.

The subliminal omission is recoverable from the context. The current instance of VPE effectively balances conciseness with emphasis on key points, reflecting the strategic and performance-oriented nature of the discourse.

> **{It is}** True. Although the speed does need to go up. So let me be super clear about that. And I'm very determined to do so, and I think people…well, I'll get to that in a second on why. But everywhere where I go and when I speak to people, people are hungry. And when you talk about performance culture, we should be careful

here, for me, not giving too lengthy answers, because this is a very … this is the topic that I'm very passionate about. (Hein Schumacher 2023)

The passage employs VPE effectively to convey ideas in a concise, conversational manner. The ellipses enhance the speaker's tone by emphasizing key affirmations, reflecting spontaneity, and signaling emotional investment. While minor ambiguities arise, they align with the natural flow of spoken language, contributing to a relatable and authentic delivery.

The auxiliary verb "is" and subject "it" are omitted, leaving only the predicate adjective "True."

The omission of formal constructions reflects a deliberate choice to foster openness. The speaker's use of VPE mirrors natural speech patterns, encouraging the audience to feel at ease and more inclined to participate in the discussion.

The ellipsis is easily understood because the phrase follows a declarative style common in English, where the predicate can stand alone for emphasis.

The predicate expected after "I think people" is omitted as the speaker interrupts themselves to transition to another thought.

The author, by including ellipsis in his speech, creates a friendly atmosphere for more open discussions.

5 Results and Discussion

The research presents a qualitative and quantitative evaluation of the use of VPE in corporate communication. The analysis is based on an equal number of analyzed empirical samples of communication scripts from both entrepreneurs and journalists, offering a balanced comparison.

According to the findings, entrepreneurs tend to make subliminal use of VPE in their speech, in contrast to journalists. This difference may stem from their roles and the contexts in which they operate. While entrepreneurs are deeply knowledgeable about their fields, they may experience moments of hesitation during the speech, possibly due to the complexity of their ideas or a focus on persuading diverse audiences.

Journalists, on the other hand, are generally better prepared and more accustomed to articulating precise and concise responses. Their professional training equips them to handle high-pressure communication scenarios, making their use of VPE more deliberate and calculated. This distinction underscores how professional roles and preparation levels influence the style and intent behind the use of VPE in corporate communication. The findings provide valuable insights into how different professions adapt their communication strategies to achieve their objectives effectively (Fig. 1).

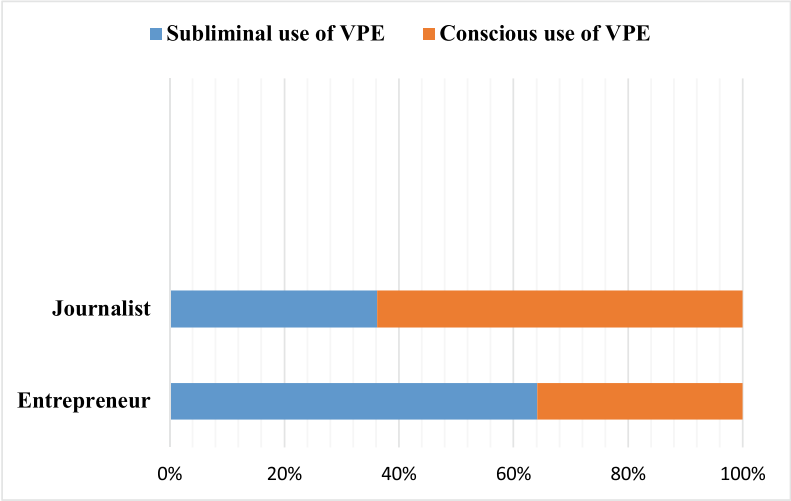

Fig. 1 Quantitative evaluation of VPE in corporate communication

6 Conclusions

This study examines the metalinguistic significance of verb group ellipsis (VPE) in the corporate sphere, focusing on its conscious and subliminal use in professional communication. The results reveal differences in the use of VPE by entrepreneurs and journalists, influenced by professional roles, levels of proficiency, and communication goals.

Entrepreneurs, in most cases, use VPE subliminally, reflecting their spontaneity and flexibility, though at times it is accompanied by moments of uncertainty. Journalists, on the other hand, strategically employ VPE consciously to simplify and emphasize their messages, ensuring accuracy and logical consistency under high professional pressure.

The study highlights the dual function of VPE as both a linguistic and psychological instrument that influences the dynamics of discourse and the perception between communicators. This underscores the importance of VPE not just in conveying information but also in shaping interpersonal relationships and the flow of interaction in communication contexts.

The conscious use of VPE seeks to enhance efficiency and clarity, while its subliminal use fosters an informal and accommodating atmosphere, promoting trust and engagement. These findings offer valuable insights into how linguistic choices like VPE can help balance formality, interaction, and strategic objectives in corporate communication.

Ultimately, the study reveals that the subtle application of VPE affects both the clarity and tone of corporate communication, while also reflecting underlying psychological and social factors that influence professional interactions and organizational culture.

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LMS Moodle Gamification Tools for Micro-Learning

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Abstract. This paper examines issues related to micro-learning technology as an evitable adaptation of the educational process to current modern circumstances such as multitasking, which entails clip thinking and its propagation among students. The article studies multitasking and the environment in which language education and learning takes place nowadays, as well as the properties of students' attention and concentration with their diverse activities. In addition, the authors outline design features of micro-courses, provide a selection of tools for their development, and point out the importance of combining various methods to focus students' attention on the educational materials in order to avoid or to reduce different types of distractions in micro-learning environment. The authors consider gamification as a method capable of dealing with this problem, and also mention the need of preserving the "stream" of learning, which is helped by gamified tools. For example, the authors propose a Gamified Micro-Learning model that can be implemented in the Moodle environment using native tools, as well as third-party Moodle add-ons from the library of users' assets.

Keywords: Clip thinking · Educational motivation · Gamification · Micro-learning · Problems of attention and concentration

1 Introduction

At the time of informatization and digitalization of the society, one is at the intersection of continuous information flows. Thus, large amounts of data are to be handled much faster which increases prerequisites for mobility and multitasking. In most cases, these conditions disperse one's attention and negatively influence high-quality decision taking. In conditions of multitasking, with an increased number of distractions, it is becoming difficult to keep educational and cognitive activities "on stream". As Rudakova (2020) points out, this is especially true regarding modern generation of students. Therefore, educational system should not be ignored.

2 Problem Statement

Educational activities are being partially adapted to the new conditions. However, whether this adaptation is effective and to which consequences it could lead is still of a concern. Innovation offers students more comfortable learning environment, yet it

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E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_8

might contribute only to maintaining the pace of life and learning and might not correlate with the quality of education. Therefore, we decided to study micro-learning as the current and, from our point of view, rather contradictory adaptation of the educational process to modern mobility and multitasking conditions to understand how to concentrate the dispersed attention of students on educational content so that the educational process itself remains "on stream".

3 Research Questions

The subject of the research involves the trends in the development of micro-learning as a type of adaptation of educational processes, determined by the digitalization of public life and multitasking environment. Special attention is paid to the attitude of modern generation of students to the conditions of multitasking taking into account their sociopsychological features.

4 Purpose of the Study

The purpose of the study is to analyze micro-learning trend and its occurrence within the sociological context, and to provide solutions to make language learning effective and efficient avoiding negative effects of multitasking.

5 Research Methods

The study is supported by the range of general scientific methods (analysis, synthesis, comparison), specific scientific and projecting methods (heuristic method of iteration (brainstorm, functional-cost analysis, construction) and a sociological study method (poll). A wide range of domestic and international studies form the theoretical and methodological basis of the article.

6 Findings

A study of the scientific papers corpus on the topic of micro-learning (476 papers 2006–2019), conducted by British scientists in the Scopus and Google Trends databases, showed a wide geography of research, which confirms the spread of microlearning as a global trend in education (Leong et al. 2021).

The same is observed in domestic studies. The analysis of scientific papers on microlearning carried out by the authors of this article revealed an increase of the interest to this topic. In 2002–2023, 183 publications on microlearning were indexed in the RSCI, including 158 publications (86.3%) with a total of 378 citations over the past five years.

Forecasts for the development of microlearning technology and for its integration into educational process made by business analysts indicate that the average annual growth of interest in such format may increase by 13.77% by 2029 (Mordor Intelligence 2024).

6.1 Microlearning and Its Features

The term of microlearning in its modern sense is associated with the appearance of the first Apple smartphones, which influenced the concept of lifelong learning (Nikkhoo et al. 2023), and the work of G. Gassler et al. (2004) "Integrated Micro Learning—An outline of the basic method and first results", where the author describes the technology of integrated micro-learning skills based on gamification. He pointed out that motivation-based e-learning, similar to computer games, can be an additional incentive to learn.

There are various definitions of microlearning technology. Summarizing views of the researchers, we can suggest that this technology refers to a collection of short, easily absorbed bits of knowledge that are primarily concentrated on a single learning objective and are rationally arranged so that educational materials are accessible anywhere, at any time. Students now have complete control over their education as a result. In addition, microlearning is recognized as a distinct method of creating educational materials. According to Taylor and Hung (2022), the educational material in this instance is portrayed as a unique type of microcontent, which is a data point that can be accessed through a variety of devices. The microcontent is integrated into microlearning in a modular fashion, lasting up to 15 min, and is then transformed into a complex of independent, specialized elements. Taking all the above into account, we define microlearning as an educational technology that focuses on information transfer in the form of brief, disjointed, logically organized blocks with the intention of accomplishing specific learning objectives and giving you control over the learning process. Microlearning, and consequently micro-courses, should simultaneously offer the following: cross-platform accessibility, social interaction and feedback, adaptability of learning, and content accessibility.

6.2 MicroLearning as an Adaptation to the Modern Generation of Students

The social context of microlearning as a trend in education is shaped by several elements typical to the modern society. The digital revolution processes are the primary factor. Second is the increase of information flows and changes in how information is received, perceived, and processed. The necessity for ongoing skill development and the acquisition of new ones—the third factor—is the actualization of continuing education. The fourth factor is the emergence of a digital generation and a dramatic shift in the target audience for education.

N. Howe and V. Strauss' theory of generations (1991) states that the current generation of students, known as the Zoomers, was born between 2001 and 2003 and has certain psychological traits that set them apart from previous generations. Besides the well-known psychological traits like clip thinking and deteriorating long-term memory, the new generation of students also have the following traits in common: independence, adaptability to changing environments, capacity for multitasking, engagement in public life, low attention span, processing massive volumes of digital information, openness, and cooperation (Witt and Baird 2018).

The researchers also point out how crucial it is for Zoomers to always have access to instructional resources and to have content they study practice-focused and broken up into bite-sized chunks, with brief lessons delivered through infographics, videos, brief

texts, and other formats. According to Fisher and Baird (2020), modern students find it easier to understand the materials in this format.

It is crucial to focus on things like multitasking and handling massive volumes of data at this point. Certain students tend to mix up other activities that are hard to connect to their studies. Quality and efficacy of their cognitive and educational activities are therefore called into question. Another obstacle to the quality of information processing and assimilation in the context of digitalization is handling large amounts of data. From our perspective, these elements served as the catalyst for the emergence of clip thinking, another unique characteristic of modern leaners.

This term (clip thinking) was first used by F. Girenok (2016) to describe a "new" way of thinking that emerged in the 1980s with the advent of modern clip culture (Toffler 1980). This way of thinking is defined by bright, fragmentary, and rapidly changing images that are mosaic in nature. The way information is transmitted over the Internet, where certain file sizes are preferred for perception, is linked to the limitations of clip thinking. According to Fisher and Baird (2020), readers lose interest in lengthy, complex texts after eight seconds Screen size is another factor influencing the amount of information perceived.

Clip thinking has its pros and cons. First, on the positive side, changes are implemented very quickly. The brain gains the capacity to sift through extraneous data, allowing it to avoid information overload. Yet, clip thinking negatively affects ability to focus on the subject of study for an extended period of time (Krajnov 2019). From our perspective, clip thinking has also another quality that is at crossroads and is frequently classified as an advantage. Multitasking is a capacity to handle several tasks at once. On the other hand, since multitasking inevitably leads to a lack of sustained concentration, we are back to discussing attentional concentration and learning efficacy. Multitasking is not as a skill but is an environment in which students find themselves (Blinov 2022).

Based on the aforementioned, it can be inferred that the emergence and growth of microlearning was caused by a number of factors, including the need to adapt the way information is presented, the need for mobility and multitasking, and the emergence of new characteristics in the target audience, i.e. leaners.

6.3 The Hypothesis of Multitasking and Environment

In the context of further research, it is important to highlight two points. Microlearning is adapted to students with clip thinking as it provides information in portions, according to the principle of clips, which occurs due to fragmentary and somewhat superficial information, taking into account its volume. However, a qualitative change is the coherence of educational information, as opposed to the incoherence of images of clip thinking. Additionally, quantity of information is crucial, and repeating it over time should help students memorize it better. Nonetheless, the "stream" (integrity) of its delivery is called into question when discussing how beneficial it is to learn various educational content segments. From our perspective, there are two potential interruptions to the "stream" in modern circumstances: multitasking circumstances and the surrounding environment.

Research considers multitasking as a method of task organization and the ability to blend different types of tasks. This skill is considered useful by many students. In a study conducted by E.I. Rasskazova and G.U. Soldatova (2023), for instance, more

than 60% of participants thought that multitasking was a skill that should be developed, while only 27% said that multitasking interfered with their primary activity. These 27% of respondents gave us the idea to think of multitasking as an environment that requires competent time management, rather than as a mere skill.

We used the Likert Scale in a sociological survey called "Assessment of the multitasking of the modern environment" to learn more about how students relate to the multitasking environment. The survey results revealed a distinct trend of multitasking among Peter the Great St. Petersburg Polytechnic University students. Completed by 103 students (sixteen men and eighty-seven women) enrolled in bachelor's degree programs in the humanities, the survey was divided into four sections: data collection, evaluation of the digitalization of educational processes, the multitasking environment, and the efficacy of multitasking.

The evaluation of the digitalization of educational processes has determined the frequency and purpose of using digital technologies during training. Digital technologies are mostly used in education, according to 89 respondents; the remaining 14 respondents said they are used moderately. When answering the following question: "During my studies, I use digital devices only for academic purposes", the answers were distributed as follows: while 14 respondents agree that they use gadgets solely for education during training, 10 people find it difficult to respond to this question (the initial data differed, since a personalized check of the results indicated the need for recalculation in connection with the detection of lies). 79 students who use gadgets during training pursue goals beyond education.

The assessment of the conditions of multitasking and the environment during the learning process consists of 12 questions (refer to Table 1).

Table 1 Assessment of multitasking and environment conditions. Groups of questions

First group	Second group	Third group	Fourth group
I prefer to combine activities and do several things at the same time	During my studies, I prefer to pause and switch to reading the news or chatting	I do my studies on the go	I prefer to study and watch videos/TV at the same time
I prefer to combine my studies with other important activities	During training, I prefer to pause and switch to short game sessions	I do my homework during other disciplines	I prefer to study and listen to music at the same time
I prefer to combine my studies with other less important activities	While studying, I prefer to pause and switch to watching short videos	I do my studies at work	I prefer to study and talk to my friends on the phone at the same time

The purpose of the first set of questions is to determine preferences for several activities combined at the same time. Thirty students find it difficult to respond to this question,

and eleven of them believe that the conditions of multitasking are harmful. Forty-four students prefer to combine their daily activities with other activities: 29 respondents dislike combining multiple tasks at the same time.

Pausing during the learning process was the subject of the second set of questions. Only 16 out of 103 respondents said they are fully engaged in their educational activities and were not distracted by anything else. 87 students preferred to take micropauses during their studies and switch between different types of activities. Remarkably, only four of the same sixteen individuals genuinely did not alter their behavior. This is what showed the truthfulness analysis (refer to Fig. 1).

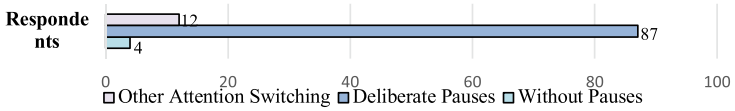

Fig. 1 The tendency to make pauses and switch attention

The third and fourth groups of questions were used to determine the environmental conditions during the combination of different activities by students (see Table 1). When analysing the environment, we took into account the goals of combining the respondents' educational activities with others. The third group mostly emphasized the necessity of multitasking because of time constraints. The intention to establish a positive "background" for the activity was indicated by the fourth set of questions (refer to Fig. 2).

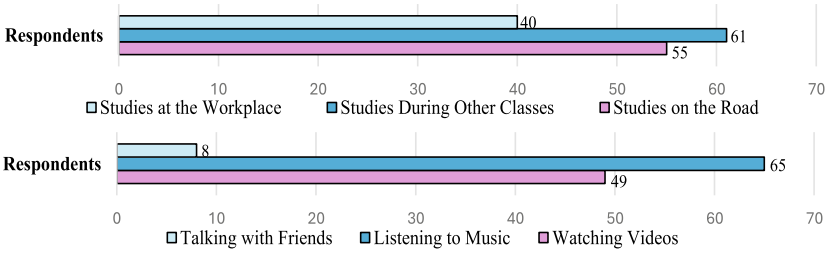

Fig. 2 Conditions for combining activities

Comparing the environmental conditions, it is worth noting that time-saving students are less likely to "dilute" the learning process by adding "backgrounds" activities such as music or video. At the same time, those who accept "background" activities are less engaged in studying on the go, in other classes or at work. 20 students claimed to be distracted by both changing activities and "backgrounds".

The question, "Do you think multitasking is constructive or destructive in terms of the effectiveness of combined activities?" was posed to students in order to gauge its usefulness. Of the 103 participants, 38% thought multitasking was harmful (refer to Fig. 3).

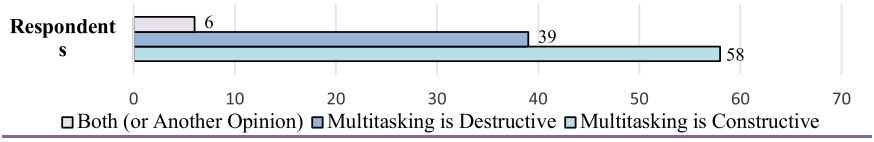

Fig. 3 The constructiveness and destructiveness of multitasking. Opinion of the respondents

The study found that multitasking is more of a setting in which students learn these days than a skill. This is indicated by the following correlation. Out of 103 respondents, 79 combine educational activities with others more often, or at least indicate that they would consider doing so. However, 36 out of 79 respondents consider these conditions to be destructive. This implies that they combine their studies with something else for whatever reason. Although the effectiveness of combining educational activities with other activities is still up for debate and provide opportunities for experimentation, the results thus far suggest that this trend is likely to continue under microlearning conditions.

6.4 Platforms for Developing Micro-Courses and the Importance of Their Gamification Tools

In the environment of microlearning it is important to point out the main problem of micro-courses. The contemporary generation's sociopsychological traits suggest that they will likely continue to have a propensity to multitask or mix academic pursuits with other interests. It is worth also adding clip thinking and a tendency to superficially study information. Therefore, we are on the verge of failing to meet the educational objective in the absence of a skillful "streaming" serving of the portion material. This is particularly true for microlearning where a module of five to ten minutes is already too little to take a break from other learning activities. The five-minute training should therefore continue to be "streaming." The entire five minutes should be comprised of both educational material broken up into small chunks that would allow student to be distracted by something during micropauses and a certain amount of "attractive" elements from outside sources. These would be like "bundles" that can be used to divert leaner's attention from potential distractions and maintain the "stream" of cognitive and educational activity.

The primary goals of gamification in education are to use game mechanics to improve learning assimilation, boost student motivation for cognitive and educational activities, and increase involvement in the educational process (Emaletdinova et al. 2022). Gamification is based on several didactic, psychological, and behavioral principles. Examples of best practices for gamification are: awards (game currencies, achievements, titles, collection items, etc.); status (titles, points, or levels to users indicating their experience or status in a given case); and unexpected discoveries (bonuses, hidden activities, unique prizes that will go to only one student who has succeeded in this or that business, or banal but pleasant references to something) (Gimelstein et al. 2020). This is demonstrated by the research done in 2004 by G. Gassler et al. (2004) on the integrated micro-learning approach which combines gamification and micro-learning technologies. The micro-course's content can be gamified by adding interactive learning tasks (using third-party

tools like Quizlet, Learning Apps, Word Wall, Vznaniya, GimKit, Sporcle, Blooket, Quizizz, Quizalize, etc.).

Over the course of its development, gamification has been augmented by twelve distinct models, each with a unique set of game mechanics and content. It is important to highlight the following among them: PBL, the fundamental gamification model, provides three game mechanics for use in implementation: leaderboards, badges, and points (Akchelov and Galanina 2019); 6D is a model that provides phases for creating gamified projects, including define, delineate, describe, devise, remember to deploy, and so on (Werbach and Hunter 2012); The Octalysis Framework is a model that was developed based on the eight needs that the players feel are most important and motivate them: epic meaning and calling, development and accomplishment, feedback and creativity empowerment, ownership and possession, social influence and relatedness, scarcity and impatience, unpredictability and curiosity, loss and avoidance. (Chou 2015); E-Learning Gamification Model: This model considers E-Learning management, gamification, game mechanics, game dynamics, and their effects on students (Urh et al. 2015). Complete research is located at the following link: https://docs.google.com/document/d/19SVLfdy2QhP58vaSyM2HcALhoORWchLD/edit?usp=sharing&ouid=112645517340191552927&rtpof=true&sd=true

We believe that PBL, the earliest model of gamification, is the most skillfully implemented within the framework of the micro-course, despite the wide range of potential applications. This is primarily due to the peculiarities of the mechanics of the micro-course itself. Due to lack of time, it will not be possible to create a large-scale gamified format. However, the goal of gamification is to maintain attention rather than to surprise.

To create an author's model of the micro-course, we had to examine the resources that are already accessible to individuals and educational institutions. Yet, we decided not to consider services that provide micro-course templates not be influenced by their framework imposed on the developer. Thus, our final list includes the following platforms: Coursera, Moodle, Core, EdApp, CourseEditor, Stepik, Unicraft and iSpring. Then platforms with updated payment and geographic policies were disqualified from our consideration, leaving us with the following three: Stepik, iSpring Learn, Moodle.

All three platforms have the following advantages: functionality, open source, accessibility (for individuals), and course compatibility with mobile devices. In our opinion, Moodle offers the most engaging and approachable micro—course development experience. This platform is unmatchable in terms of the offered despite its age, outdated design, and misconceptions about the pedagogical community.

The advantage of Moodle accessibility over other platforms is given by the GNU GPL distribution which offers the end user 4 freedoms to run, study, modify and share the software. This makes it possible for anyone to alter Moodle. Without approaching the developer directly to request permission to develop something themselves or to request permission to bring something new, as required by other services, each user has the right to contribute something new—their own developments. The author's functionality in Moodle is called plugins. A plugin is an extra module that adds functionality and enhancements to a computer program. In other words, Moodle is a constructor that can be assembled from scratch to suit your own needs. The plugin library contains all the installation files and prerequisites that you need.

6.5 The Gamified Micro-Learning Model Using LMS MOODLE Tools

At the end of the study, we propose a model of a micro-course that can be assembled independently using the basic tools of Moodle, as well as its plugins. You can access the complete model at followings link: https://miro.com/app/board/uXjVKUcwOTo=/?share_link_id=119612476835.

Gamified Micro Learning is a methodical arrangement of Moodle components, a collaborative effort that aims to increase student engagement for a brief duration of time without removing them from the "stream" and reducing their need to divert their focus to unrelated content. The model includes:

"Dosage" tools are native Moodle elements for providing information (H5P, MindMap, Video Lecture, Wiki, External Tool, Hyperlink, Glossary, Lecture, File, Page, Label);

"Knowledge control" tools are native Moodle elements to support the "stream" of learning and check the assimilation of material (Quiz Activity, Adaptive Quiz, Flash Cards, HotPot, Survey Activity, Questionnaire Module, Assignment Activity, Choice Activity);

"Gamified "knowledge control" tools are native Moodle elements to support the "stream" of learning and verify the assimilation of material in a game format (Hangman, Snakes and Ladders, Cryptex, Crossword, Millionaire, Hidden Picture);

"Attention control" tools are plug-ins for the formation of high-quality "bundles" that contribute to prolonging the student's attention on educational content during the micropause between the study of educational content (cumulative level systems: "Level Up XP Gamification" and "Level Up XP Enrolment"; the system of unexpected discoveries "Stash"; cumulative statistics tracking system and competitions: "Ranking Block", "Completion Levels" and "Block Game"; learning progress tracking and feedback systems: "IntelliBoard" and "Point of view—Feedback").

7 Conclusion

This paper outlines all the findings surfaced within the framework of this study that deals with multitasking and micro-learning as the main adaptation of the education process in the changing social and activity contexts of the target audience. During study certain factors that led to the micro-learning trend were revealed, outlining the challenges of fitting micro-learning to the circumstances of the present, including multitasking, the surrounding environment, and the disruption of learning flow caused by shifting attention in the aforementioned situations. In the framework of the paper a study that examined students' attitudes toward multitasking, primary factors that contribute to this type of environment, and characteristics of distractions that lessen the efficiency of learning. was carried out; A list of platforms on which micro-learning technologies with gamification elements can be implemented most creatively was identified through platform analysis. Gamification was introduced as a tool to maintain the "stream" of learning. In conclusion, the authors presented a micro-course model called "Gamified Micro-Learning", which can be assembled from improvised Moodle tools and filled with its own adaptive educational content on a particular discipline.

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Gamification Situations in Training Future Translators in Engineering Specialities

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Abstract. Methodology of training foreign languages has been innovated for resent years but attention of methodologists is still increasingly attracted to game learning and, more recently, gamification as a way to increase motivation of students learning foreign languages. However, in Russian pedagogical research gamification is considered mainly as language educational gaming software for gadgets. Our research on this topic has made it possible to find out relatively recent usage of the term gamification in educational process without using the Internet that is very actual for Russian learners since the world situation has changed and the future of foreign educational software in Russia is uncertain now. Moreover, there are no specially developed software resources for training future translators in engineering fields. According to the term usage in education we introduced the term gamification situations. The created and implemented gamification situations in educational prosses made it possible to prove the effectiveness of using gamification situations as motivational tool to increase interest to learning that is essential skill needed today.

Keywords: Gamification situations · Training of translators · Foreign languages

1 Introduction

The world is changing rapidly, as our life itself, which is making adjustments to educational systems to correspond these changes. Nowadays it is very difficult for a teacher to draw attention to his subject, especially if the memorization process is necessary to assimilate new knowledge. Now no one likes to learn by heart, knowledge should be acquired on the fly, in the process of interesting and not monotonous activities, moreover, this process should push students to improve knowledge, self-education, new experience and skills. Peer-to-peer interaction between teachers and trainees is now considered as a required condition aimed at successful solution of educational and communicative tasks. Therefore, increasing motivation in learning and improving the effectiveness of training foreign languages and translation of the texts in engineering specialties at university, in our case, is considered by us as a need to find an additional approach to this process. On the one hand, we see it as a reflection to ongoing changes in educational practice. On the other hand, we define it as the search for new forms, content and conditions of teaching foreign languages.

© The Author(s), under exclusive license to Springer Nature Switzerland AG 2025
E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_9

Modern students spend a lot of time on the Internet, play video games, watch numerous videos, participate in various chats corresponding to their interests which contain the elements that make them get involved in these processes, attract their attention and encourage to expand their search for more information, games, etc. In other words, they are not interested very much in what is happening in their reality, and if we talk about the educational process, then they are not much interested in it either. That is why they are late or miss classes, bored or do necessary tasks reluctantly.

Learning foreign languages has never been considered an easy task, so for many years methodologists have paid great attention to methods and ways to increase motivation of students in learning foreign languages (Galskova 2004; Zimnaya 1991). Thus, games and gaming activities have been considered by researchers as one of the main tools in achieving significant results in teaching and training foreign languages.

With introduction of IT technologies in all spheres of our live the new term gamification began to be widely used. In Russian pedagogy this term was used mainly in application to educational gaming software (Belkin 2016; Orlova and Titova 2015). But today, in general, gamification is understood as usage of gaming technologies in non-gaming contexts (Deterding et al. 2011) and as a pedagogical technology that serves certain educational purposes (Titova 2019).

Speaking about gamification as an educational technology many researchers imply creation of electronic games for educational process. There is a number of successful language software used for common use. But if we speak about software for definite educational purposes as training translators in engineering fields, in our case, then it has a lot of pitfalls. First, professional creation of purpose-oriented software is very expensive because it will be used by a small number of consumers. It is possible to create educational video games using Scratch, Python or various other digital services, but it will need good IT competence and a lot of time that seems impossible for professional linguists teaching languages. Secondly, the creator must be a specialist in different engineering fields and language training methodology or work in cooperation with the teachers of foreign languages in engineering fields. Thirdly, modern software for teaching foreign languages is created on western platforms and in a rapidly changing world access to them may become limited in Russia. But the idea of gamification as an educational technology is great because it has a lot of advantages over games.

2 Problem Statement

2.1 Motivation in Students' Activity

For students to want to study and do it with pleasure it is necessary that the learning process inspire them, in other words, motivate them because people will not do anything without motivation. Of course, when entering university students are motivated by their future specialty, career opportunities, but often they do not experience such awe for the process of studying, because there is a strict plan that they must follow from year to year within the walls of the university, and there is a list of subjects that must be mastered. At the same time, the goal of education is to teach students to self-learning, gain new experience and skills, implement them in life.

People must be motivated to complete tasks with inspiration and enthusiasm. Psychologists divide motivation into intrinsic (internal) and external. Intrinsic motivation is manifested through will, desire and interests, in our case it is one's own desire for self-learning, cooperation with others, gaining new experience, skills and knowledge, searching for information, etc. External motivation is mainly formed by external conditions that stimulate students to move forward—a scholarship, good grades, a future career, popularity among peers, etc. According to the research done (Deci 1999) students' interest in an activity drops when external stimulation ceases. The research observed 128 studies, mostly in education, of the negative impact of external rewards on the sphere of self-control. In particular, it was found that material bonuses for a well-done job reduce the level of intrinsic motivation to perform even if the activity is interesting to a person. Therefore, we should use methods that increase intrinsic motivation to have students interested and self-involved.

2.2 Games vs Gamification

A game has always been considered as one of the main types of intrinsic motivation that have been discovered by scientists. Adults, children and even animals feel like performing some funny, pleasant and sometimes even risky actions to feel satisfied. We mostly play games for fun or to have a good time and games are mainly competitive or imitative and are focused on the action itself but not on inner motives of a person. As for education, to learn foreign languages different games are still used to imitate language patterns or communicative activity and when the language material is learnt students may play competitive games that gives satisfaction for a short time but the motivation to learn better is very questionable.

Nowadays, many authors publishing articles on gamification in education, distinguish it from a game only in using special software. Although, gamification and games are not the same thing, and even the terms are different. Gamification correlates with the process or playing, freedom of choice of a role and behaviour models, the way of gaming activity, correction of mistakes without punishment. While a game assumes a finished product with defined roles, rules, grades, a script and the ending. So, gamification is not only usage of special educational software, it is a prosses of playing of any organized situation in the classroom for some educational purpose as gamification is game-based dynamics to educate students.

Thus, gamification in education has made the transition from external motivation through the use of gaming technologies to work with internal motivation through the application of a gaming approach to routine processes. The first researchers of gamification in the field of education were focused on doing the right actions by students rather than on their inner motives. Modern researchers of gamification consider it as the creation of the necessary learning environment to enhance the internal motivation of participants which would facilitate and inspire them to take action. Thus, gamification in education is designed to increase the involvement and effectiveness of students in the process of completing necessary tasks and qualitative assimilation of material.

Comparing gamification and games attractiveness of the first one is clear.

The main disadvantages of the games are as follows:

- require a lot of time to prepare and play;
- a specific scenario with a predictable or known ending;
- strict rules;
- distribution of roles that is not always acceptable to the participants;
- predictability of actions or imitation activity;
- reward system;
- grades.

An integral part of gamification is "game design," which provides situational development of gaming activity according to brief instructions without strict rules and a predictable ending, since it is the activities of the players that determine the development of the storyline which can be completed at any time at their request (Zubek 2022). The use of game design makes it possible to imperceptibly transform a player, he can perform as a completely different person for a short period of time as he experiences a different reality becoming a participant of a new story. This gives the opportunity to act and perform various roles that, for some reason, a person cannot embody in his reality. It gives an opportunity to learn about the consequences of his own actions, learning from his own experience, acquiring new skills, knowledge and actions.

2.3 Why Gamification Situations

Students studying at RUDN University at Engineering academy have an opportunity to get an additional qualification as a "translator in their engineering specialty," which places an additional burden on them in the form of additional study load and time which cannot but affect their motivation to learning and their performing results. Thus, the question arose of using additional sources to increase motivation to learning and academic performance of the students in the course of learning translation in their engineering specialties. We do not have the opportunity to play full-fledged games at each lesson since we have only four academic hours a week to teach and train grammar and translation.

Modern students do not like monotonous work, they want to study easily and in an interesting format. We also didn't want them to be involved in working with gadgets since many students tend to use gadgets for other distractive purposes in the classroom. Therefore, gamification as a situational gaming activity seemed very attractive to us but the term is very wide and covers many aspects and as for education its usage is still unclear. Since we are talking about a short-term game-based situation involved in the learning process, in order to make it more attractive and interesting, we introduced the term «gamification situation». We define gamification situations as specially created motivational conditions that can be adapted to specific educational purposes and professional interests of students that activate educational and interactive activities of students, not requiring a lot of time to be conducted and not regulated by rules, during which students are free to develop their own scenario, get new experience and use knowledge productively, synthesize information, solve problems, practise activity and behave effectively in the proposed conditions (Gakova 2022). We developed and implemented gamification situations into practical English language translation course as a motivational source for effective training of future translators because advantage of gamification situations over games is certain.

Advantages of gamification situations:

- do not require much time to be prepared;
- do not take much time to be played;
- brief instructions are required;
- participation without a prescribed role;
- no system of punishment or grades, everything is done for pleasure;
- non-imitation activity;
- participation is voluntary;
- self-reflection.

2.4 Basics for Our Gamification Situations

The goal of gamification situations is to help the learners to achieve educational goals of the course in an easier way, maintain interest in it and motivate. Increasing interest, gamification situations can serve as a tool for increasing personal engagement and creativity, interaction with other students or a team, relaxed atmosphere in the class.

Gamification situations were developed to introduce, practise, brush up grammatical difficulties in translation, vocabulary, terminology, to practice lexical and grammatical material at the end of a unit learned or several ones. The students knew that a gamification activity awaits every lesson, and in order to perform well they needed to prepare for the lessons better.

When we started working on the development of gamification situations for our educational environment, we had to clearly understand which aspects of internal motivation we should develop. We were attracted by the theory (Ryan 2000) where three types of intrinsic motivation were identified:

- competence—the desire to achieve maximum mastery in some matter for internal reasons. The person should understand what he has already achieved and what else he has to learn;
- relatedness—the desire to be engaged in some activity in a team;
- autonomy—the ability to choose own path in the process, choose goals, constructive social development and personal well-being.

In our case, we consider competence as a translator's competence—knowledge, skills and abilities that students learn when obtaining additional qualification as a translator in their engineering specialty (Gakova 2014) which they must demonstrate and practise in the process of gamification situations:

- language competency—knowledge of their own language and a foreign one, knowledge of a foreign language norms and rules;
- communicative competency—a thoughtful choice of speech behavior depending on the specific communication situation;
- socio-cultural competency—includes knowledge of the national and cultural characteristics of speech behavior of native speakers;
- technical translator's competency—includes knowledge, skills and abilities necessary to carry out translation activities;
- text—forming competency—an ability to create texts of various types in accordance with communicative tasks;

- IT competency—knowledge of computer technologies, information search on the Internet, an ability to carry out any information search using any information media;
- extralinguistic competency—knowledge about the facts of objectively existing reality that lie outside the structure of a language and includes knowledge about the context of a speech act, the problem of communication, its participants, and other knowledge about the world around them;
- integrative competency— the ability to mobilize knowledge, skills and abilities acquired in students' main technical specialty, successfully apply them in the process of translation.

Students need to understand what they have already learned well and what remains to be mastered in order to feel confident and satisfied.

To develop relatedness, we created gamification situations for team work. Teamwork is considered by researchers as collaborative effort of a group of interdependent individuals who do a task together in the most effective way or work together towards a common goal (Parker 2008). The main criterion was to teach students to respectfully listen to and hear each other, to work together to get the best result. Students had to understand that it is much easier to achieve a positive result in a team rather than by themselves. They should not be afraid of asking for help and should offer help to their classmates themselves in order to achieve a common educational goal.

Researchers consider autonomy of a translator in the field of professional communication as the ability of a person to consciously carry out his educational activities aimed at creating a personally significant educational product, accumulate positive experience, constructively and creatively interact with the educational environment, take responsibility for the process and product of this activity (Litvinov, 2018). Students plan their time effectively, distribute tasks and set priorities; they are able to set goals and find ways to solve self-educational problems; possess the skills of self-control (Chernova 2017). Students take responsibility for the learning process, an ability to decide what to study, when, where and by what means, an ability to make changes into learning process, independence, self-regulation, self-sufficiency in the choice of content and learning strategies, curiosity, use of external information sources (Breen, 1997). We also consider autonomy of students as voluntary participation in gamification situations, independent choice of tasks and levels of their difficulty, decision-making and risk-taking while their performance, an independent choice of the trajectory of the plot development in gamification situations.

3 Research Questions

Taking into account the fact that students receiving an additional qualification as translators to their engineering specialty are loaded with basic engineering training and feel tired in the afternoon when they have to learn English and practice translation, the research questions were as follows:

1. Did the developed gamification situations support students' motivation and help them successfully master language competence in translation?
2. What factors hindered and what helped students to be fully engaged and satisfied during gamification activities?

3. Which gamification situations were considered the most effective and unsuccessful, why?

4 Purpose of the Study

This study is focused on studying gamification situations as a tool for increasing motivation to learn translation from a foreign language according to students' engineering qualifications. It was also necessary to find out which gamification situations contributed to increasing motivation and learning efficiency, and which did not, and analyze the reasons.

5 Research Methods

The research was conducted during the autumn semester 2018–2019 academic year with 100 third-year students (Romanenko and Gakova 2020). The purpose of the study was to understand the perspectives of the students participating in the study. Therefore, the research methods chosen were direct observation, individual interviews, group discussions and anonymous questionnaire. Direct observation of students' performance on assignments were also used to gain deeper understanding of student perceptions through their comments and observations. The observation method included both direct observation and informal. The interviews were conducted in both personal interviews and group discursions to avoid misunderstanding. The group's responses were then analysed to identify the key issues. The students were also asked to complete a questionnaire we compiled in which they anonymously wrote about the gamification situations they played, were able to evaluate their success and failures, pointed out which gamification situations they liked and which they didn't and why.

6 Findings

At the end of each lesson during which gamification situations were played we talked to the students and observed their progress, which allowed us to make adjustments to the organization of game situations. At the end of the semester, we analyzed the questionnaires and the results were as follows: students believed that gamification situations increased their motivation to studies (78%), contributed to more effective learning (51%) started preparing for classes better (62%), gamification situations are aimed at their individual needs (33%), increased satisfaction with learning (67%), improved language proficiency (80%) and reduced stress (28%); feel more confident (12%). These numbers show that gamification situations influenced positively on inner motives of the students to learning. Progress was especially noticeable among weak students, who often remained silent in class, performed tasks reluctantly or just missed classes. By the end of the semester, class attendance had become very high.

As far as the second research question is concerned, the students pointed out that being too busy with their engineering subjects did not always allow them to prepare for English classes properly, which affected their performances in the class. They also

pointed out that the desire to take part in gamification situations increased the students' motivation to prepare for the classes better, which increased the level of their language proficiency. During informal discussions some students reported that they did not expect to have leadership qualities, were able to work effectively in a team, could make decisions on their own and take responsibility for their actions. Towards the end of the semester some students admitted that participation in gamification situations helped them become more sociable in everyday life and less shy when working in the classroom.

As far as the third research question is concerned, gamification situations were developed both group and individual ones. The stronger students liked individual gamification situations more because they had possibility to demonstrate their knowledge, quick reaction, creativity and efficiency. The weaker ones felt more comfortable joining the group and they were very happy to feel support and help of their team players, which helped them feel more confident. The students also reported that since all the games were built on the basis of the educational material that had to be learned, there were no unsuccessful gamification situations. There were gamification situations where they couldn't prove themselves properly. It should be noted that at the beginning of the experiment there were a few observers among the students, but by the end of the semester all the students played very actively. Some students were so much interested that developed a few gamification situations themselves to play in the class.

7 Conclusion

The purpose of this study was, first of all, to select an incentive to increase the motivation of students receiving additional qualifications as translators in their engineering specialty. Since one of the main ways to increase internal motivation is a game and most students play games on gadgets all their free time, we turned to it. However, the academic program and schedule did not allow us to organize full-fledged games. Gamification as an organized educational situation with gaming elements attracted our attention, although in Russian pedagogical research it is still considered as usage of computer educational software in educational process. As a result, we had to understand the differences between the terms "game" and "gamification", and determine their strengths and weaknesses.

Taking into account the fact that gamification is considered as a specially organized situation according to the goals of the educational process, short-term in time, we have developed gamification situations to increase students' motivation to learn a foreign language for students to perform more effectively in the classroom and feel more involved in class activities. Gamification situations were designed not to force players to do something, but to create conditions in which the players voluntarily achieved their goals which coincided with the educational ones. We gave the definition to gamification situations in the limits of our educational process.

A survey and questionnaire for students confirmed that gamification situations increased students' motivation to studies and improved their performance. Our research also showed that motivation is not only an important condition for academic achievements, but it also indicates psychological well-being of the students and increases interest to learning.

Gamification situations in education for us are changes in the activity that let modern students do the necessary tasks that they have to do but with more involvement, efficiency

and pleasure. And we insist that gamification situation should be distinguished from game-based learning, when ready-made or purposely created games are used to achieve educational goals.

8 Copyright

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Corpus-Based Generation of Foreign Language Learning Materials

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Abstract. The proposed research aims to develop and test a corpus-based method to automatic generation of learning materials in English and German. The study was conducted on the authentic language material of G. Orwell, A. Christie and E. M. Remarque fiction works. The paper describes the main research stages including the analysis of the lingvodidactic characteristics of the materials being developed, the study of technical specifications for a software solution, writing programming code of the modules for the corpus manager and testing the program. A wide range of scientific and specific methods are used such as analysis, modeling, programming for specific purposes, experimental implementation. The software development is based on Python programming language, PyQt graphic library and spaCy NLP-library. The procedure of Moodle XML files generation is noted. In the course of the research new functional units of the corpus manager have been created. Based on the developed program experiment results the paper considers new options which allow the user to create a list of lexical units automatically, generate exercises for such parts of speech as articles and verbs. New and successful results of corpus-based learning materials automatic generation are presented.

Keywords: Corpus linguistics · Learning materials · Foreign language teaching · Natural language processing · LMS Moodle

1 Introduction

Today, a linguistic corpus has become not only a source of knowledge about a specific language, but also a universal database for a large range of research (Cheung 2024; Mykytyuk and Kharchuk 2024; Wu et al. 2023).

Furthermore, a linguistic corpus is a crucial data source used in applications for natural language processing and new texts generation according to the given parameters (Chikkarangaiah et al. 2024; Moaiad et al. 2024).

In this paper, we aim to develop a method to generate learning materials in English and German automatically using special software—a corpus manager, which was developed at the Laboratory for Fundamental and Applied Issues of Virtual Education during a

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E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_10

joint scientific project of Moscow State Linguistic University and Minsk State Linguistic University (Gorozhanov et al. 2024).

In the digital era, a new concept of teaching foreign languages using digital technologies has been developed (Dmitrenko and Akhmadullin 2023). The rapid process of digitalization of society and education requires developing solutions based on modern technologies that would help reduce the share of manual labor in routine work. This type of work includes, in our opinion, the compiling of standard quizzes for learning management systems (LMS), for example, LMS Moodle, which can be classified as one of the very popular modern systems of this kind (Adeshina et al. 2024; Bensalah et al. 2023; Yuningsih et al. 2024).

To achieve the goal of the research, the following tasks are expected to be solved:

1. determine the lingvodidactic characteristics of the materials being developed;
2. draw up technical specifications for a software solution;
3. write programming code of the modules for the corpus manager;
4. test the program on authentic language material.

The theoretical basis of our research is mostly based on the works of the scientists in the field of corpus and computational linguistics, including our humble contribution: A. Gorozhanov et al. (2024), S. Bredikhin and S. Sidorenko (2023), E. Malyuga (2023), O. Sergeeva et al. (2023), V. Solovyev et al. (2023).

2 Material and Methods

The research material is not homogeneous and can be classified as follows. As authentic language material we use such fiction works as G. Orwell's '1984', A. Christie's 'Dead Man's Mirror' in English and E. M. Remarque's 'All Quiet on the Western Front' in German. The texts of these works, after processing by the corpus manager, were converted into three SQL databases of 121,437, 30,361 and 69,914 tokens, respectively.

As the so-called 'technical' material serve Python programming language, PyQt graphic library and spaCy NLP-library. These tools can be rightfully called the basis for the modern computational linguistics (Chen 2024; Shen 2024; Priyanka et al. 2023; Gorozhanov and Guseynova 2020a). As a technological object necessary for testing the created software products LMS Moodle (version 3.0) was used.

Each research task requires the use of a wide range of specific and general scientific methods. To solve the first task, the analysis method was used. Solving the second problem required the use of modeling as a scientific method. The third problem was solved using the method of programming for specific purposes (Gorozhanov and Guseynova 2020b). Finally, the fourth problem was solved thanks to the experimental implementation.

3 Research Stages

3.1 Lingvodidactic Characteristics of the Learning Materials

The most important step in creating a software application is drawing up technical specifications, which should take into account the wishes of its future users. In turn, the user, who (ideally) participates in the specification development, should understand very clearly what he or she needs.

When developing a software solution for learning and teaching purposes, we proceed from the fact that the obtained result must necessarily satisfy the requirements of the teaching methods. In this regard, we have outlined a set of conditions for operating the system. Firstly, the program should automate the process of compiling learning materials. Secondly, the program must take into account the characteristics of a particular foreign language, in our case English and German. Thirdly, the result should be auto generated tasks for three stages of working with authentic text material.

The first stage includes skimming the text and / or becoming familiar with lexical material. At the second stage, the student works with cloze tests. At the last stage it is possible to assign an open task (to express one's opinion or to write an essay) or a text translation task. Further we will focus on the first two stages, since from the technological point of view they are the most complex ones.

In simple words, the program must receive some text, then divide it into small fragments (of 8–10 sentences), for each of these fragments create a list of vocabulary and several cloze tests, which can be uploaded to the LMS Moodle course. In our research we will consider cloze tests with missing articles and lexical units (verbs). By a vocabulary list we mean a list of verbs, nouns and adjectives.

3.2 Technical Specifications for a Software Solution

The linguistic corpus which learning materials should be generated from has morphological mark-up, which makes it possible to solve our tasks. The corpus manager we use has a function for generating a frequency list of lemmas, including the one for the given parts of speech (Gorozhanov et al. 2024). Thus, to compile a vocabulary list it will be necessary to modify this function slightly.

Dividing text into fragments is also a simple task, which is not the same about generating cloze tests for LMS Moodle. This system has a very convenient option to create backup copies of individual modules, including tests. The created backup files can be loaded back into the system, which makes it possible to transfer learning materials from one system's installation to another. Backup files of cloze tests can have different formats, however, in our opinion, the best of them is Moodle XML format. It is most clearly structured and is a subtype of XML specially developed for LMS Moodle. It allows the operator to include HTML tags necessary for the developer in the LMS Moodle file.

LMS Moodle proposes a wide choice of quiz questions but we will choose *select missing words*, where missing words in the text are filled in using drop-down menu graphic widgets. Usually these quizzes are compiled manually in a special embedded editor, but we will automate this process, so the program will:

1. select a range of sentences from the loaded data base (i.g. 1–10);
2. identify articles / verbs in this fragment through the inner ‘part of speech’ search;
3. generate a list of the forms of the article or the forms of the verbs from the fragment;
4. compare the units from the fragment with the units in the list one by one and assign numbers to the units in the fragment corresponding to their numbers in the list + 1;
5. create an XML file, adding a timestamp to the file name.

Regarding point 3, let us point out that the forms of the English article are limited to three options (‘a’, ‘an’, ‘the’), while the list of the verbs that will appear in the fragment is unpredictable. For the German language the situation is a little more complex because of 11 different variants for definite and indefinite articles (‘der’, ‘die’, ‘das’, ‘den’, ‘dem’, ‘ein’, ‘eine’, ‘einen’, ‘einem’, ‘einer’, ‘eines’). It must be noted that zero articles are not technically determined in the module.

The XML file has a complex structure and includes such parameters as *question name*, *question text*, *default mark*, *general & combined feedback*, *correct answers* ect. We will set the *default mark* to 1 and leave *general & combined feedback* fields empty.

3.3 Writing the Programming Code and Testing

The corpus manager’s code consists of a graphical part and a functional part. Therefore, it was necessary to modify both of them. A special section ‘Учебное’ (~learning materials) has been added to the main menu of the graphical user interface. Since the interface is in Russian, we provide the translation in parenthesis. The section gets two new menu items ‘Комплекс упражнений НЯ’ (a set of exercises in German) and ‘Комплекс упражнений АЯ’ (a set of exercises in English) (see Fig. 1).

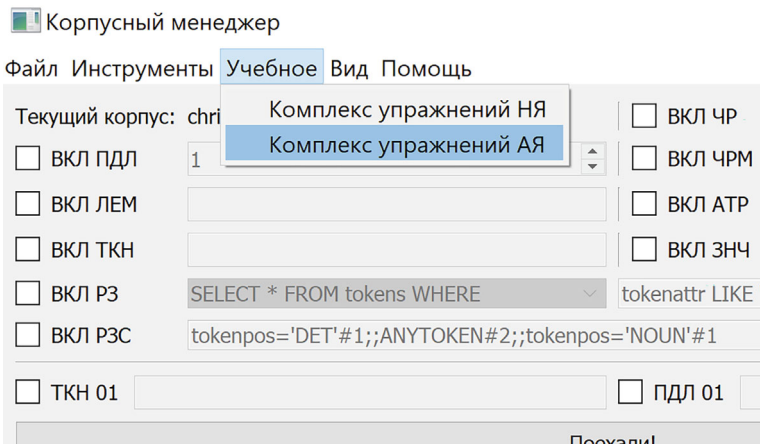

Fig. 1 New menu section and menu items for generating learning materials

In the functional part two new Python functions *generateExEN()* and *generateExDE()* were created, which in turn activate a number of other functions: *genFreq()*,

genArtGapEN() or *genArtGapDE()* and *genVerbsGap()*. Their names reflect their purpose: creating a list of lexical units, generating exercises for the articles in English or in German and generating exercises for the verbs, respectively. Let us note that the functions *genFreq()* and *genVerbsGap()* are multilingual and can process texts practically in any language. The function *genArtGapXX()* is unique due to the fact that it contains a micro-databank of article forms.

The function *genFreq()* accesses the database and selects from it only nouns, adjectives and verbs as *lemmas*. Only unique lemmas remain in the list; any duplication is excluded. For now, the result is placed in the output field of the corpus manager. For the fragment of the first ten sentences of 'Dead Man's Mirror' we have got the following lists:

Nouns: furnishing, room, armchair, chair, table, front, window, man, head, thing, egg, letter, station, telegram

Adjectives: flat, modern, upright, angular, small, only, square

Verbs: build, set, sit, shape, read

For '1984' they are as follows:

Nouns: day, clock, chin, breast, effort, wind, glass, door, swirl, dust, hallway, cabbage, rag, mat, end, poster, display, wall, face, metre, man, moustache, feature, stair, use, lift, time, present, current, daylight, hour, part, economy, preparation, flight, ulcer, ankle, way.

Adjectives: bright, cold, vile, enough, gritty, old, coloured, large, indoor, enormous, heavy, black, handsome, good, electric, flat, varicose, right, several.

Verbs: strike, nuzzle, escape, slip, prevent, enter, smell, boil, tack, depict, make, try, work, cut, drive, have, go, rest

And for 'All Quiet on the Western Front' we have the following output:

Nouns: Geschichte, Weltkrieges, Sicht, Soldat, Kriegsfreiwilliger, Schulbank, Front, Kriegsbegeisterung, Abenteuer, Brutalität, Gemetzels, Sterben, Kamerad, Bestseller, Schreck, Lebendigkeit, Sprache, Generation, Buch, Anklage, Bekenntnis, Versuch, Krieg, Granate, Kilometer, Magen, Bohne, Rindfleisch, Kochgeschirr, Brotportionen

Adjectives: einfach, neunzehnjährige, ahnungslos, erwarten, ganze, sinnlos, langjährig, literarisch, zupackend, weiß

Verbs: erzählen, kommen, erleben, beschwören, sprechen, machen, berichten, zerstören, entkommen, liegen, ablösen, fassen, geben, schaffen

As for these lists, there are options for output in alphabetical order or in the order in which these lexemes appear in the text. It is also possible to output words not only separately by parts of speech, but also by their combinations. For example, an adjective with a noun it refers to or an article, an adjective and a noun grouped together. The quality of the distribution of lexemes by parts of speech depends on the completeness and quality of the model used in the natural language processing library that is applied.

The function *genArtGapEN()* also accesses the database, selects the fragment of 10 sentences, processes it and outputs the XML file with the cloze test. Let us give an example of the resulting question for 'Dead Man's Mirror' (see Fig. 2).

For 'All Quiet on the Western Front' we get the following interface (see Fig. 3).

As it can be seen from Figs. 2 and 3, all articles were identified correctly, even at the beginning of the sentences, when they are written with a capital letter, though in

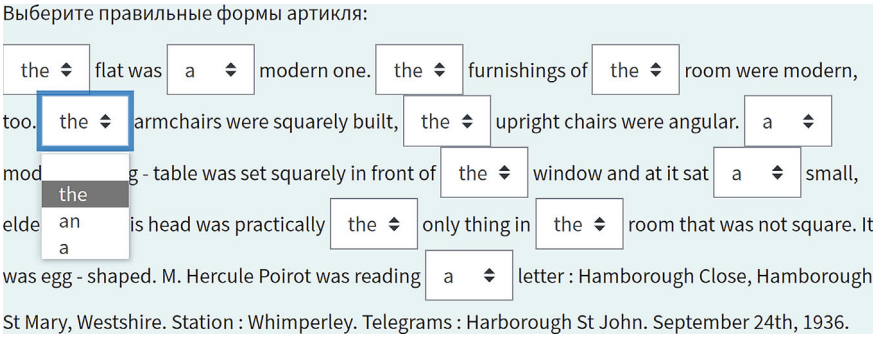

Fig. 2 Preview screen of the cloze test for the English articles (the correct answers are inserted)

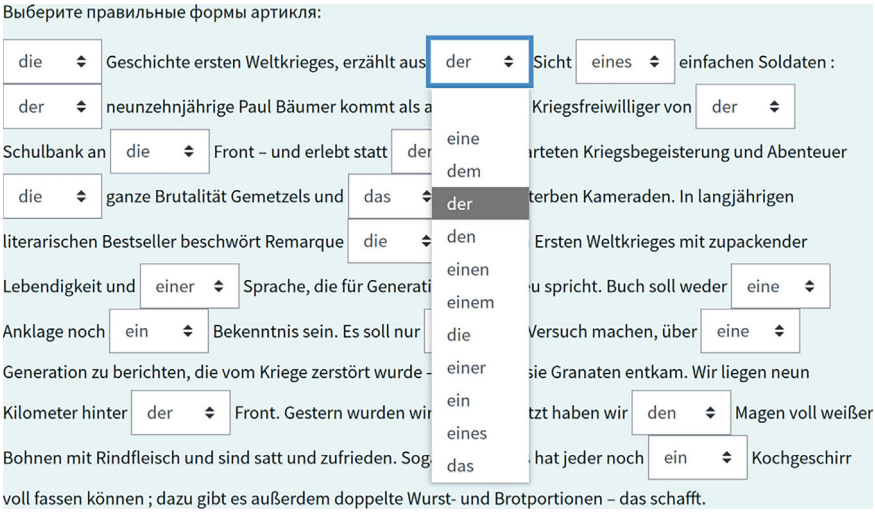

Fig. 3 Preview screen of the cloze test for the German articles (the correct answers are inserted)

the answers they appear to be lowercase. For the German language it is remarkable that relative pronouns ('…einer Sprache, *die* für…', '…berichten, *die* vom Kriege…') and demonstrative pronouns as subjects ('…Brotportionen—*das* schafft.') have been detected correctly, because the algorithm first finds all the articles and then compares their forms with the existing forms in the micro-databank.

The XML file names include timestamps to prevent overwriting, i. g. *gaps_en_2024-05-08_19_02_05_117036.xml*. The answer options are shuffled for every attempt, so the student does not remember the order which they follow, but he or she focuses on completing the quiz.

The function *genVerbsGap()* does practically the same. The only difference is that it also has to generate a dropdown menu list of verbs. The result is also an XML file that can be properly uploaded into LMS Moodle (see Fig. 4 and Fig. 5).

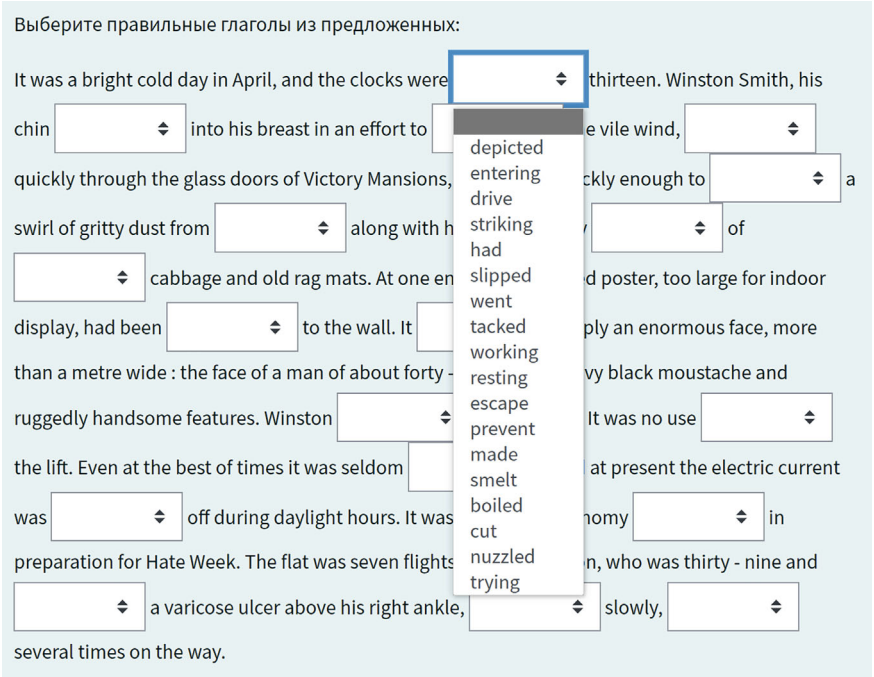

Fig. 4 Preview screen of the cloze test for the missing verbs, '1984' (the correct answers are not inserted)

Let us stress that auxiliary verbs (English 'was', 'had been' ect. or German 'wurde', 'hat' etc.) remained in the text and were not cut, because according to the rules of spaCy natural language processing library they are considered as a special class or words.

As with the *genFreq()* function, duplicate answers are excluded, even if the text of one quiz contains the repeating verbal forms.

Since the fragments are replete with verbs, the drop-down menu lists turn out to be impressive. Nevertheless, we consider this situation to be quite acceptable, especially since the student has the opportunity to become familiar with these verbs in advance. In our opinion, from the point of view of the theory of teaching foreign languages, it is important that the verbs in the drop-down menu list appear exactly in the form which they are used in the fragment. Thus, the student visually perceives the correct authentic text.

It should be noted, in the answer options the developer could also give infinitives of the missing verbs, but in this case the student would have to insert the infinitive into a text, which it would not be congruent with, or he or she would have to enter verbal forms manually which can cause multiple input errors. Both of these options do not seem proper to us.

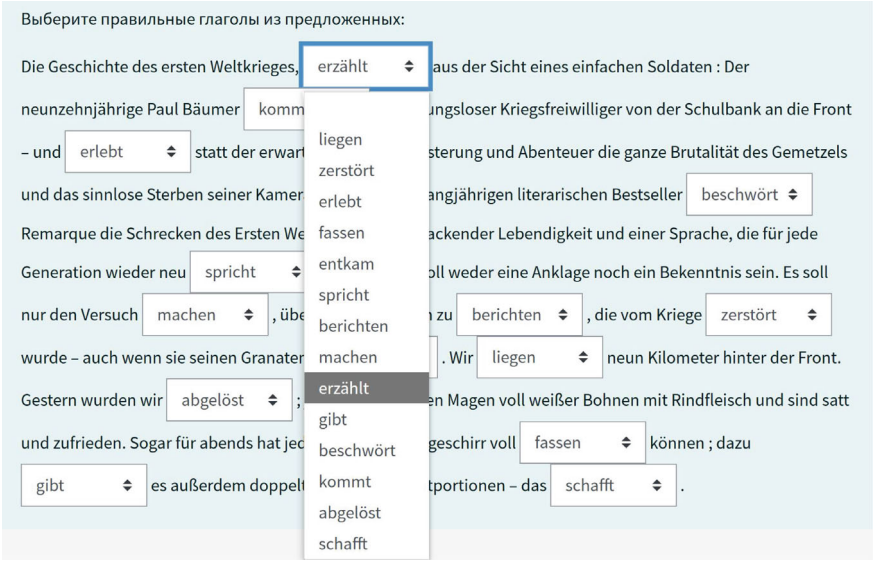

Fig. 5 Preview screen of the cloze test for the missing verbs, 'All Quiet on the Western Front' (the correct answers are inserted)

4 Conclusion

We can conclude that the tasks of the research were generally completed. We determined the lingvodidactic characteristics of the learning materials being developed, pointed out that we needed vocabulary lists and quizzes for missing articles and verbs. We drew up technical specifications for a software solution, and the generation of Moodle XML standard files was important here. Then we wrote the programming code of the modules for the corpus manager, modified the graphical user interface of the corpus manager and created several Python functions. At last we tested the program on authentic language material of two balanced corpora. The result was satisfactory. The vocabulary lists were compiled correctly, and the resulting cloze test files were successfully uploaded into LMS Moodle question bank.

It is significant that the software tools developed and tested during the study worked well for the texts in two different languages. With a high degree of probability we can assume that the proposed routine will be suitable for other Indo-European languages.

We must also note that quite a lot of work remains to be done in this direction in the future. For example, vocabulary lists can be integrated into the quiz files. By adding numeric arguments to the functions *genArtGapEN(), genArtGapDE()* and *genVerbsGap()* and using a for loop, it is possible to generate many test files from a given linguistic corpus automatically. Finally, a range of quiz types requires considerable expansion, including the ability to work with the languages of other families (Sino-Tibetan, Turkish, Semitic etc.). This outlines the prospects for our research.

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The Archetypal Subtext of the Plots of S. Maugham's Short Stories

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Abstract. The linguistics of the text as a modern direction is able to reveal the archetypal essence of the storyline including the author's text. The texts of Somerset Maugham's short stories in this aspect are an example of the synergy of the author's plots and archetypal subtext, due to the semantic precept of the author himself as a "metamorphosis" of the plot. The subtext meaning of Maugham's plots is a manifestation of the immanence of the archetype, which, in our opinion, has a transcendental basis, but is transmitted as the Author's message to the Reader. The article deals with the problem of the essence of the plots (description of the archetypal concept of "Mother") in the texts of Somerset Maugham's stories. The goal is achieved by solving several tasks: determining the logic of the Author's plot; describing speech portraits of heroes and characters from the point of view of ironic victimization of the plot (scenario); demonstrating the possibility of an axiological approach to the text. It turned out that in the texts of S. Maugham's stories it is possible to identify the binary archetype of "Mother"—"Mother" and "Stepmother". Simultaneously, the complexity of the Maugham's scenario is revealed when the so-called "Mother" in the process of narration "turns" into a "Stepmother", thereby revealing the category of ironic victimization of the plot (scenario). The article analyses the texts of short stories: "Unconquered", "The Mother", "Louise".

Keywords: Archetypal concept of "Mother" · Metamorphosis · Transcendence · Immanence · Scenario

1 Introduction

The plots of the English-language works, for example, the short stories of S. Maugham, are a source of plots and interesting texts, especially in the paradigm of modern text's linguistics. Studying plots in the short stories is interesting because authors put special ideas in their writing that show different kinds of plots and hidden meanings. The study of plots in the paradigm of text's linguistics is important as well as for the cognitive linguistics as for philology itself because the study of it may reveal the transcendental and immanent sides of human mind. We mean the transcendental objectivity and also

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E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_11

the immanent essence of the author's "subplots". The "mystery" of the appeal of the subplots of S. Maugham's short stories in our opinion, the problem lies in the fact that they are literally permeated by some deep semantic message of the Author himself, understood by us as an archetypal subtext.

1.1 Problem Statement

The texts of S. Maugham's short stories are valuable linguistic material for studying the issues of communicative pragmatics and idiomatics (Katunina 2010, pp. 29–33, 2018, pp. 54–55), the authorized style of the author (Bizikoeva 2021, pp. 111–121). Simultaneously, there are no works devoted to the description of the archetypal subtext which can reveal the author's intentions coded in the texts of S. Maugham's short stories.

The article touches upon the problem of the linking of cognitive linguistics and discourse connecting the analysis of the texts of several stories by W. Somerset Maugham from the perspective of the linguistics of the text and implemented in a number of particular tasks: firstly, the description of relevant author's meanings, first of all; secondly, the description of the category of ironic victimization of the plot (scenario) in the aspect of identifying archetypal subtext; thirdly, the description of "speech portraits" of the characters. The methodological basis of the study was (1) an axiological approach that allows us to describe the "degree" of "participation" of the Author and the Reader; (2) a discursive approach in order to describe, firstly, the archetypal linguistic concept of "Mother" in the content of S. Maugham's texts, and secondly, the resolution of a number of particular tasks: determining the logic of the plot of the Author—S. Maugham by referring to the category of modality of the text; describing the immanent essence of the author's subplots as metamorphoses of the transcendental essence of archetypal concepts of the text's substanse.

1.2 Research Methods

The methods which are used are the descriptive method along with the cognitive-discource method of analyzing a fiction. The cognitive-discource method involves consideration of linguistic factors that is of great importance in the adequate interpretation of archetypal images in a fiction.

In this sense, we rely on the category of modality as one of the basic categories of language, thinking and logic. The category of modality expresses the point of view of the Author of the text, thereby determining the relation of the content of the author's plot to reality. The category of modality (from Latin modus—measure, method) is present in different languages, has different forms of lexical expression (Serganova 2021, pp. 586–592).

It is also known that modality in logic is "a category expressing the speaker's attitude to the content of an utterance"; modality in linguistics is "a grammatical category expressing the verb mood forms, intonation, introductory words, etc. the speaker's attitude to the content of an utterance" (Kuznecov 2000). Based on this, we rely on an axiological approach that addresses issues of logic and text.

1.3 Research Questions

This article continues our study of S. Maugham's texts as linguistic material in the aspect of discourse of the literary text (Baranova 2021, pp. 3–5, 2023, pp. 161–165; Zhamsaranova 2022, pp. 12–21). In the texts of S. Maugham, when considering in detail the logic of the plot outline, we may "encounter" the manifestation of an archetypal concept as a kind of semantic system, referring to the author's plot (scenario) of a short story.

In U. A. Savel'eva's dissertation, the idea of archetypes is described as a complicated way of thinking that includes blurry and emotional images that can't be easily understood. These images come from shared experiences and shape how we see the world. Archetypes also focus on important life values and the origins of humanity. They are often seen as having both positive and negative aspects. Savel'eva U.A. considers the archetypal concept, for the first, "a complex mental formation", secondly, "an evaluated image of the reality but not rationed because of the experience of humanity at all", thirdly, as "orientation to vital values of human existence", and fourthly "binary evaluative marker of ambivalent essence of reality as dead of positive and negative" (Savel'eva 2008).

In the dissertation I. A. Bogdanova says that words are really important in understanding how language "creates", and she found three different levels of meaning in words, supporting thesis "the main exponent of the archetypal concept in the language is the word". I.A. Bogdanova identifies three levels in the semantic sphere of the word, which "differ from each other in the degree of abstraction, manifestation and complexity. The lowest, most manifested level is formed by the meanings of words. At the second level, there are hidden meanings that are described as connotations. And the third level of the word forms archetypal meanings, which can be distinguished by analyzing the functioning of linguistic means that objectify the concept in the language" (Bogdanova 2019).

In her article "Archetype Theory and conceptology" A. Y. Bolshakova studies archetypes as metaconcepts of culture, "uniting many individual manifestations of one or another essence, as well as the most stable in historical changes and determining the structure of the worldview (personality, nation, people)" (Bolshakova 2012).

On the relationship between meaning and archetypal concept A. Mashaeva's opinion is interesting, that "an archetypal concept is a self–developing semantic system of synergetic origin. The peculiarity of the semantic structure of the archetypal concept lies in its heterogeneity. This is due, in our opinion, to the thesis of Yu. S. Stepanov that in the vast field of culture, the evolutionary series of cultural phenomena can be divided into purely conceptual series, purely material series, mixed conceptual and material series" (Mashaeva 2015, p. 266).

The archetypal linguistic concept of "Mother" in the plots of S. Maugham's short stories can be "revealed" using the category of so-called "ironic victimization".

Agreeing to I. A. Antonio, discrepancy could be a semantic instrument for exchanging between the negative and assertive modalities of the one and the same expression (words, expressions, sentences), or a positive and negative appraisal of the protest of the expression carried out using intonation, context (both textual and extralinguistic), in other words, the "use" of irony in the plot, it shows the category of modality of the text (Antonio, 2009, p. 16).

Understanding the manifestation of meanings, logical strains, author's conclusions, etc. under the category of modality, we believe that S. Maugham's texts in the aspect of discourse analysis of the text can be "deciphered" by describing such a categorical element as ironic victimization.

We believe that the category of ironic victimization is "found" in the fabric of the text of S. Maugham's stories, and therefore deserves attention as one of the tools for "ciphering" the author's subtext of the author's plots, on the one hand. This category allows a writer to create multi-layered and complex narratives in which the victims of irony become key figures, revealing the hidden motives and intentions of the characters.

On the other hand, the paradoxical development of the storylines of the stories of S. Maugham is also curious that the identified category of ironic victimization is able to "involve" the Reader in the development of the plot of the text. It encourages the Reader to actively participate in interpreting the events, stimulating their attention and provoking thoughts about human nature and social interactions depicted in Maugham's short stories.

From the perspective of text linguistics, this phenomenon can be analyzed through the lens of pragmatics and speech act theory. Irony, as a complex communicative phenomenon, often represents a violation of expected conventional norms, which requires a heightened level of interpretive competence from the recipient. For example, if the Reader misinterprets (as if) the Author's ironic intentions (or vice versa, when irony is read where it was not intended), this illustrates the presence of an element of unintended victimization of the script (plot) in the Reader's mind. The Reader can become a victim of irony in two cases: when he did not notice the ironic paradox, and when the irony is deliberately directed against him: the Author hides his real beliefs, so that the Reader cannot clearly recognize what is being ironic about. In situations where irony is perceived as intentionally directed against the Reader, a phenomenon known as "linguistic manipulation" arises, in which the Author uses a strategy of concealing true communicative intentions. This complicates the process of interpretation and may lead to cognitive overload, causing the Reader to feel confusion and even frustration. Thus, interaction between the Author and the Reader in the context of ironic communication requires not only linguistic but also cultural-cognitive competence.

The metamorphoses of the archetype or archetypal plots in the texts of S. Maugham's stories are due not only to his own beliefs regarding generally accepted religious beliefs, but also to his practical experience as a volunteer medic in the British Red Cross. This experience enriched the writer with unique observations and deep insights, which in turn influenced his fictions. It is customary to treat Maugham's plots as plots characterized by a certain degree of cynicism. This cynicism is analyzed through the prism of human weaknesses and contradictions, which allows the author to create multilayered and complex images. The characters in S. Maugham's plots are people from different social stratas, he was especially attracted to those who, by the will of fate, found themselves outside their country, like S. Maugham himself. On the one hand, "the text has a preverbal basis in the form of author's meanings and meanings, decoding of which is possible through discourse" (Zhamsaranova 2019, p. 888). On the other hand, we believe that Maugham's texts have an archetypal basis as a subconscious idea of ideal images

of male and female (Jung 1991) after C. Jung. These archetypes serve not only as conceptual guides but also as tools for exploring the human psyche, enabling Maugham to delve deeper into his characters' motivations and uncover universal truths about human existence.

Thus, the famous plot of S. Maugham's short story "Unconquered", where the unexpected ending of the plot is due to the author's intention of "metamorphosing" the archetype of "mother's love": «I hate you and I hate this child that you've given me», «Her face hard, her eyes hostile, she stood against the wall and watched him», «She looked him up and down scornfully», «There was a flush in her cheeks now and her angry eyes were blazing», «She threw him a look of hatred». «She leant forward and fixed her burning eyes on the German». «her eyes black with hatred», «that child must be a reproach to me as long as I live», «I've done what I had to do. I took it down to the brook and held it under water till it was dead» (Maugham 1943). The expected final (ending) of the manifestation of the female hypostasis conditionally "changes" into another hypostasis—"patriotism" or "love for the Motherland".

The metamorphosis of the archetype "mother's love" is also observed in other stories by S. Maugham ("The Mother", "Louise", etc.) along with other archetypes guessed in the semantic context of the plots.

In the story "Louise" by W. Somerset Maugham at the center of the narrative is a woman whose life revolves around caring for her child. Initially, it seems to be a story of sacrifice and unconditional love, where a mother is ready to face any trials for the well-being of her child. Maugham masterfully creates an atmosphere in which the Reader expects to see the familiar picture of touching maternal care and selflessness. However, as the plot develops, the Author gradually begins to reveal more complex and ambiguous traits of the main character.

In the image of the main character of S. Maugham's short story "Louise", Louise traces the dichotomy of the dark and light sides of the archetype "Mother", which is expressed in the images of a "loving Mother" or "terrible Mother". The "two-facedness" of the archetype "Mother" is expressed in the "speech portrait" of the mother: «frail little thing», «a sacred figure», «a plaintive smile», «sweet and uncomplaining» and the stepmother: «a mistress of cold praise», «offensive tone», «a disagreeable thing», «devilish woman», «the most selfish and monstrous woman». It's worth to emphasize the author's intention to create a story through the use of irony for a more productive description of the speech portrait of the contradictory essence of the main character: «she smiled still her eyes were hard and angry», «always strong enough to do anything you want to and that your weak heart only prevents you from doing things that bore you», «She died gently forgiving daughter for having killed her» (Maugham 1954).

To highlight the clear contrast between the archetypal images of "mother/stepmother," semantically related adjectives are employed. Thus, the archetype "Mother" includes: «a frail, delicate girl», «pale cheeks», «a plaintive smile», «sweet and uncomplaining», «the most submissive wife», «gentle way», «beautiful hands», on the one hand, and the archetype of "Stepmother"—«a disagreeable thing», «offensive tone», «the most selfish and monstrous woman», «devilish woman» on the other.

The transcendental principle of the archetype changes at the will of the Author into the immanent principle, thereby revealing the synergy of both the plot and the archetype, and

the synergy of the author's intention with the realities of life, sometimes cruel, precisely because of its reality as the immanent principle of the essence of Man in general. In this perspective, the metamorphosis of the archetype as a change (or realization) of the transcendence of culture (Pelipenko 1998) into an immanent composite is a fully relevant topic for special research.

The story "The Mother" describes a La Cachirra woman consumed by jealousy. She feels a deep attachment and concern for his well-being, which may manifest in her actions and thoughts about his future. Such dependence may also be expressed in her fear of losing her son or her desire to control his life to ensure his safety and happiness. La Cachirra killed her son's beloved woman out of jealousy. Her intense emotions are vividly illustrated through various descriptions: «when she saw Rosalia's provoking glance and Currito's answering smile, rage leap to her throat»; «Her face bore an expression of such ferocity»; «stood […] with fury gnawing at her heart»; «her eyes glowed like coals of fire and she felt them burning in the sockets»; «she could not bear him to look at a woman and she writhed at the bare idea that he might pay court to some girl» (Maugham 1954, p. 240). These examples collectively portray La Cachirra as a deeply possessive and jealous character, whose emotions are so intense that they manifest physically and influence her actions dramatically.

Changing the meaning of the storyline in S. Maugham's stories is a fairly common phenomenon. This is due, in our opinion, both to the religious preferences of Maugham himself and to the experience of observing the life around him. Therefore, from the point of view of the linguistics of the text, we tend to describe changes in the archetype of the plot as the semantic content of S. Maugham's stories by using the term "metamorphosis" as changes in the original (predicted) the archetype into another (intentionally mediated). Thus, the Author's plot in the context of a semantic message attracts the Reader, being mediated by the synergy of the transcendental (archetype) and the immanent (metamorphosis of the archetype). This interplay of elements not only captivates the audience but also invites them to explore deeper philosophical and existential questions inherent in Maugham's narrative style.

2 Findings

Thus, as a result, it was revealed that, firstly, it is possible to investigate the presence of a verbalized ambivalent archetypal concept of "Mother"/"Stepmother" in the semantic content of the texts of short stories by S. Maugham, where the heroines of the stories are women; secondly, according to the analysis of the revealed archetypal concept of "Mother", the author's subtext was appreciated as a metamorphosis of the original the "mother" archetype; thirdly, the presence of the author's intention in describing the archetypal concept and the description of the category of ironic victimization, in particular, as the dual essence of the images of female heroines, which verifies the relevance of the author's meanings, is proved. The twofold essence of the images of the main characters of the stories described by S. Maugham through the application of an axiological approach confirmed the effectiveness of using the category of modality of the text in the discourse analysis of the text, firstly. Secondly, it turned out that S. Maugham managed to describe the vicissitudes of the conceptual characteristics of female images: patriotism

and love for the Motherland as opposed to the maternal instinct to protect a newborn child (Annette's image: "Unconquered"), the duplicitous essence of the image, almost acting, the skillful use of people for their own selfish interests, deceiving people devoted to her in favor of their own selfish goals in antinomy with feelings of tender mothers (image of Louise: "Louise") and (image of La Cachirra: "The Mother") as ambivalently significant images for the storylines of the author's text. "Proximity" to the realities of actual fact, the storyline of S. Maugham's stories "exposes" his semantic intention in this way, affecting and thus influencing the psychology and emotions of the Reader—a recipient of the author's subtext. Thirdly, the artistic and aesthetic effect produced by the Author on the Reader through the semantic subtext of the plot differs from the classical plots about the images of the classical Mother. Thus, the traditional image of the "Mother" archetype is violated: while a mother should love, care and wish the best for her child, in S. Maugham's stories, the "Mother" turns into a "Stepmother": the murder of her child Annette ("Unconquered"), the murder of her son's beloved ("The Mother") and mother's death on their daughter's wedding day ("Louise"). The meanings being investigated here are verbalized in several striking lexical examples, such as "I hate this child" and "I took it down to the brook and held it under water till it was dead" from the story "Unconquered." These sentences reveal a deep incongruity in the meanings of individual words. The use of language in these examples is particularly jarring because it subverts our usual expectations about the use of language, especially when it comes to discussing living beings.

For instance, the use of the English pronoun "it" to refer to a living child is noteworthy. In English, pronouns are typically used to reflect the gender and humanity of the subject. However, referring to a child as "it" strips away personal identity and reduces the subject to an object-like status, suggesting a potential dehumanization or emotional detachment. This choice of language highlights a significant emotional or psychological distance between "Mother" and the child, implying a lack of empathy or affection.

Additionally, the phrase "I took it down to the brook and held it under water till it was dead" is a disturbing depiction of violence. The casual tone with which this act is described further amplifies the incongruity, creating a chilling effect. This choice of words not only illustrates the speaker's malicious intent but also emphasizes a stark contrast between the natural setting of a brook, often associated with tranquility, and the violent act committed there.

These examples serve as a powerful tool for analyzing the complexities of language and its capacity to convey a wide range of emotions and attitudes. The calculated use of incongruous language forces the reader to confront the unsettling nature of the statements, prompting deeper reflection on the underlying themes and motivations of the characters involved.

In the text of the story "Louise": "a sacred figure",—"devilish woman", "she smiled still her eyes were hard and angry", where the lexicon of the "discourse representation" of the courageous woman's "speech portrait", partly, her conflicting pith;

In the text of the story "Louise," the character of Louise is portrayed with a complex and multifaceted personality, which is vividly captured through the use of specific language and descriptions. The phrases "a sacred figure" and "devilish woman" illustrate the duality and inner conflict within her character, painting her as both revered

and feared. These contradictory descriptors suggest that Louise embodies traits of both sanctity and malevolence, making her a compelling and enigmatic figure.

The phrase "she smiled still her eyes were hard and angry" further emphasizes this complexity. Her smile, typically an expression of warmth and friendliness, is juxtaposed with the hardness and anger in her eyes. This contrast indicates that her outward demeanor may not accurately reflect her true emotions, hinting at a deeper, possibly tumultuous, inner life. It suggests that Louise is adept at masking her true feelings, which adds layers to her personality and makes her interactions with others intriguing and unpredictable.

The lexicon used in the "discourse representation" of Louise contributes significantly to her "speech portrait," highlighting her as a courageous woman with a conflicting essence. Words and phrases chosen to describe her not only advance the narrative but also deepen the reader's understanding of her character's intricacies. Her courage is evident in her ability to maintain a composed exterior despite the turmoil that might lie beneath. However, the conflict within her is palpable, as seen in the way her expressions and emotions are at odds with each other. Overall, Maugham's use of specific language serves to create a vivid portrayal of Louise, making her a memorable character whose strength and internal contradictions leave a lasting impression on the Reader.

Within the content of the story "The Mother", the narrative delves deeply into the complex and often tumultuous relationship between a mother and her son. The mother, driven by an overwhelming and possessive love, exhibits an extreme form of maternal devotion that borders on obsession. Her emotions are so intense that she cannot bear the thought of her son showing interest in any woman other than herself. The mere idea of him paying attention to a young lady triggers a profound sense of jealousy and fear within her. This fear is not just about losing her son's affection, but it also stems from a terrifying anxiety that she might lose control over him and his future.

As the story unfolds, we see how this so-called blind love gradually consumes her. The mother becomes increasingly paranoid and protective, convinced that no woman could ever be good enough for her son. Her possessiveness reaches a point where she starts interfering in his personal life, sabotaging his relationships, and manipulating circumstances to keep him close to her. This obsessive behavior isolates her son, leaving him torn between his natural desire for independence and the heavy burden of his mother's expectations.

The narrative explores the destructive power of love when it becomes all-consuming and irrational. The mother's inability to let go and allow her son to lead his own life ultimately leads to tragic consequences. Her actions, driven by a misguided sense of love, metaphorically "turn" her into a murderer of her son's spirit and potential. Maugham masterfully portrays how unchecked emotions and an inability to accept change can lead to devastating outcomes.

3 Conclusion

As a result of our study of the plots of S. Maugham's stories, the ambivalent essence of the archetypal linguistic concept of "mother" as "Mother"/"Stepmother" was revealed, the description of which is devoted this article. The effectiveness of using methodological tools of both discourse and axiological approaches used to achieve the purpose of

description has been revealed. In the course of a special research description of one of the basic archetypal concepts as a semantic component of the plot, it became clear that there are so-called author's subplots due to metamorphosis as a categorical significant element. In addition, during the analysis of the author's text, the category of ironic victimization was discovered. This aspect plays an important role in the interpretation of the text, functioning as an optional reference and enriching the semantic field of the work. Such a multilayered structure of the text indicates the author's in-depth development of both thematic and stylistic elements, allowing the Reader to reinterpret classic archetypes in the context of personal and social interactions.

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Female Narrative Representation on the Example of German and Russian Fiction of the XXI Century

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Abstract. The purpose of the current paper is to study the issue of narrative strategies and tactics in women's narrative on the example of German and Russian linguistic cultures. The work clarifies the terminological basis of the "female narrative" and "female narrator" concepts. The material for the study is represented by the texts of fictitious autobiographies of German- and Russian female authors of the early twenty-first century (5 works by German authors and 5 by Russian ones), which were awarded literary prizes for the best prose piece, innovation, topicality and unique style. The narrative strategies identified during the study are divided into I–I1 (strategies of self-presentation, introspection, retrospection, revision), I-HE (strategies of empathy and distancing), I-YOU (suspense strategy). Based only on the analyzed examples, representatives of German culture focus on such aspects as the relations between different generations, their orientation towards cultural and moral values. For representatives of Russian linguistic culture, it is essential that they accumulate life experience in a global sense, which is expressed in overcoming physical and moral difficulties, passing on cultural traditions to future generations, and searching within themselves for the reasons for existing challenging situations. Linguistic and stylistic means influence the tactics used by the narrator to implement narrative strategies.

Keywords: Female narrative · Female narrator · Linguistic culture · Narrative strategies and tactics · Linguistic means

1 Introduction

To date, Linguistics has accumulated significant experience in the study of narrative, which allows, on the one hand, to apply existing knowledge when considering language-, communication- and interpretation-related issues, and on the other hand, to continue the studies of narrative linguistic characteristics from a functional-pragmatic angle. The relationship between narrative and discourse is of great scientific interest and requires further development, among other issues focusing on implementation of gender characteristics.

© The Author(s), under exclusive license to Springer Nature Switzerland AG 2025
E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_12

1. Narrative is a sequence of words, images and events conveyed to the reader or listener in the form of a narration that describes events over a given period of time, connected by a single climax and other elements of plot structure. A female narrative is a special form of representation of a feminine narrator, revealing structured real or fictitious events that are essential for the female model of perception of the surrounding reality.
2. The interrelation between language and gender has become the focus of research, distinguished by its characteristic features, namely: lexicon, nominative system, category of the year, syntax, etc. The development of Gender Linguistics started late in the twentieth century, which is explained by a change in the scientific paradigm in the humanities and the emergence of Postmodern Philosophy. The purpose of these studies was to search for linguistic mechanisms that explain the differences in the language of people of different genders. Considering female language as a kind of deviation from the norm was one of the controversial issues of the previous century, and still remains so up to date, thus forming the basis for large-scale linguistic research.
3. Narrative strategies are strategies whose purpose is to relay the experience that the narrator seeks to convey to the reader, that is, communication occurs between the narrator and the reader. Consequently, there are certain speech tactics used to present the events taking place in order to achieve the designated purpose. In the course of the study, we identified the strategies of *self-presentation, empathy, distancing, introspection, retrospection, revision and suspense,* and the tactics that implement them: *identification, opposition, reflection, self-accusation, reflective memory, interpretation, comparison, accusation, criticism, disagreement, opposition.*

2 Problem Statement

Gender aspects of narrative have been touched upon in a number of studies, but the issue of female narrative based on the material of various linguistic cultures in a comparative mode has not yet been the subject of monographic study. For this study, the most significant works are those devoted to the study of literary narrative, comparison of texts created by representatives of different cultures, identification of narrative strategies and tactics, and the study of gender aspects of language.

- The structure and semantics of modern narrative were the subject of study by K. A. Andreyeva (2006). Narrative in historical knowledge was analyzed by N. V. Syrov (2020), while Ye. S. Moshtyleva studied models of narration in modern Russian-language Internet communication (2021). The generational narrative in the criticism of the new realism was addressed to by J. Kalafatich (2021). G. I. Lushnikova and T. Yu. Osadchaya pointed out the sketchy character of modern artistic narrative (2021), etc.
- Ye. Ye. Willert addressed the gender aspect of narrative examining female narrative in the radio play (2020). L. V. Klimenko and O. Yu. Posukhova considered gender approach in the professional field (2021), etc.
- Texts of modern fiction by Russian and German female authors of the early twenty-first century were used as the material for current study.

- As a result, the following literary texts were selected: Kerstin Gier "Für jede Lösung ein Problem" (2007); "Ein unmoralisches Sonderangebot" (2014); Ulrike Draesner "Eine Frau wird älter" (2018); Elke Heidenreich "Kolonien der Liebe" (2005); Elke Heidenreich "Männer in Kamelhaarmänteln" (2020); A. Vecherina "Confession of a Moth" (2021); M. M. Stepanova "In memory of memory. Romance" (2017); T. A. Cheremnova "Grass that broke through the asphalt" (2011); E. S. Chizhova "The Time of Women" (2009); "A city written from memory" (2019).

3 Research Questions

1. To identify the features of the fiction narrative of female authors, to define the concepts of "female narrative" and "female narrator".
2. To establish the specifics of the implementation of strategies and tactics of female narrative on the example of German and Russian fiction.
3. Consider the patterns of literary communication within the framework of German- and Russian-fiction pieces by female authors.

4 Purpose of the Study

The purpose of the study is a comprehensive comparative analysis of feminine identity and features of female narratives in fiction texts by German and Russian authors in a functional-pragmatic aspect.

5 Research Methods

In addition to general scientific methods of analysis, synthesis, generalization and systematization, a set of special methods was used in the work: the continuous sampling method, the method of linguistic modelling (to study the process of communication within fiction pieces, identifying the linguistic characteristics of female narrative at syntactic, lexical and stylistic levels); comparative method (to determine general and specific features and properties of linguistic units of feminine identity in the German and Russian languages); method of linguocultural analysis (to consider narrative text as a cultural phenomenon, in the process of identifying cultural information in a linguistic sign and text as a whole); interpretation method (to identify internal contents of fiction texts by German and Russian authors).

6 Findings

Unlike natural communication, a written text is a material object that is created according to the language code of a certain linguistic personality (in our case—the author of a fiction piece), and intended for another linguistic personality—the reader, who builds up his own text within himself. Literary narrative should be considered not only as a carrier and store of information, but also as a certain kind of meaning that contributes to the formation and shaping of new ideas.

Female narrative has a number of differences with the generally accepted concept of narrative and manifests itself in cognitive, psychological, communicative and linguistic aspects, which is explained by perceiving the surrounding reality. Depending on the cultural component, the degree of problematic nature of the situation being presented, and a woman's wish to allow her interlocutor into her personal space, female narrative is distinguished by the expressiveness of its coloring and the emotionality of its transmission. The contents of the female narrator's narrative directly depend on the purposes she has set, with the help of which she strives to achieve the expected result and anticipate the reaction of her interlocutor or reader.

Female fiction narrative implements a special type of communication, in which the narrator and the reader, perceiving the image of a female narrator—a representative of a certain linguistic culture—through her inner feminine world, are involved. A female narrator is a feminine narrator, a woman who narrates the events that happened in her life or the lives of others.

In the course of our research, we identified a number of features of the narratives of female narrators in German and Russian fiction pieces, in which a woman narrates in the first person ("a story about herself"—a personal narrative), about a third party ("a story about someone or something"). According to the results obtained, we identify the following strategies: self-presentation, introspection, retrospection, revision, empathy, distancing and suspense.

We retain universal names of strategies for German- and Russian works, based on the fact that all people experience the same feelings, which gives us the right to talk about the universality of strategies and divide them into:

(1) I—I1—attitude towards oneself; I—YOU—attitude towards the collective addressee/reader (strategies of self-presentation, introspection, retrospection, revision);
(2) I—HE—the character/narrator's relationship to other characters (strategies of empathy and distancing);
(3) I—YOU—the attitude of the author/narrator to the collective addressee/reader (suspense strategy).

Let us clarify that I means the narrator, You—the addressee, He—the character.

I—I1 (strategies of introspection and revision) is auto-communication, as a result of which a person receives new knowledge about themselves, their consciousness changes, so they are no longer I, but I1. This is a lyrical subject, first of all. The distance between the narrator and the object of description is minimal.

Strategies of self-presentation and retrospection are addressed both to oneself and to the collective addressee: I—I1 and I—YOU, i.e. we witness not only auto-communication here, not only an internal, but also an external perspective. The narrator is not only a lyrical subject, but also a storyteller, that is, he communicates not only with himself, but also with the collective addressee (readers).

I—HE (empathy and distancing strategies)—the distance between the narrator and the object of description is the greatest, an external perspective is observed. These authorial manifestations appear in close unity, but in different narrative situations, one of them may come to the fore.

I—YOU (suspense strategy is an author's technique to intrigue the reader)—the external perspective prevails, the lyrical subject recedes into the background. It is important for the narrator to tell the story in such a way as to arouse the reader's interest.

We adopted a narrative block as a unit of measurement for the volume of analyzed narratives, which we highlight according to the scheme proposed by K. Andreyeva for the analysis of fiction narrative (summary: what is the essence?; orientation: who, when, what, where?; complicating event: what happened?; assessment: what is interesting about this?; result or solution: what happened in the end?; outcome: ending and return to the original situation) (Andreyeva 2006, pp. 118–123). In the German language, 158 narrative blocks were examined, in the Russian language—168.

Analysis of the material showed that in 326 narrative blocks, 7 types of strategies were implemented, the most frequent of which were the strategies of self-presentation—22.1% and introspection—18.4%, which make it possible to obtain information from the field of biography, marital status, hobbies, professional characteristics of the narrator and the personality he presents to the reader. The strategies of retrospection—14.7%, empathy—14.4%, revision—13.8% and distancing—11.7% also occupy a fairly significant place in the narrative, the strategy of suspense—4.9% closes the list of strategies we have identified.

We assume that the female narrator prefers to talk about others (strategy of empathy—14.4% and distancing—11.7%) than about herself (strategy of self-presentation—22.1%) and introspection—18.4%, but she can switch the interlocutor's attention to herself, guided by her own interests.

The percentage of narrative strategies in German fiction pieces is presented in Fig. 1, that for Russian counterparts—in Fig. 2. (See Figs.1 and 2 respectively).

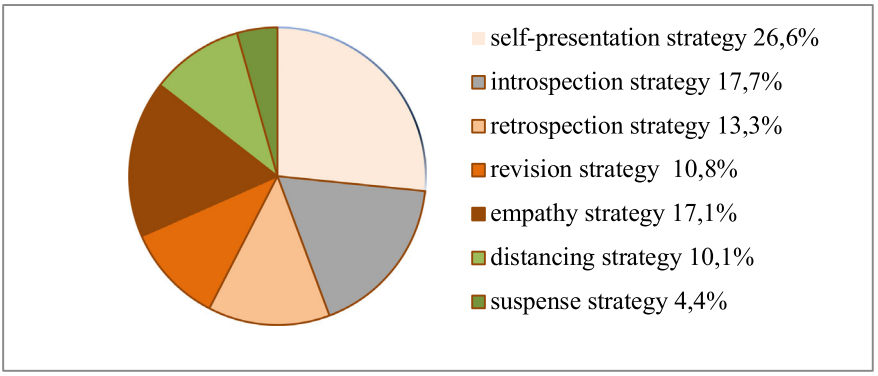

Fig. 1 Percentage of narrative strategies in German fiction pieces

The work examines the main strategies with their pragmatic meaning and linguistic means within the analyzed examples, without excessive generalization and extension of the results to all representatives of linguistic cultures. The self-presentation strategy shows the narrator as a versatile personality who mentions his positive and negative aspects of character, attitude towards others, professional qualities, and ability to present himself to society.

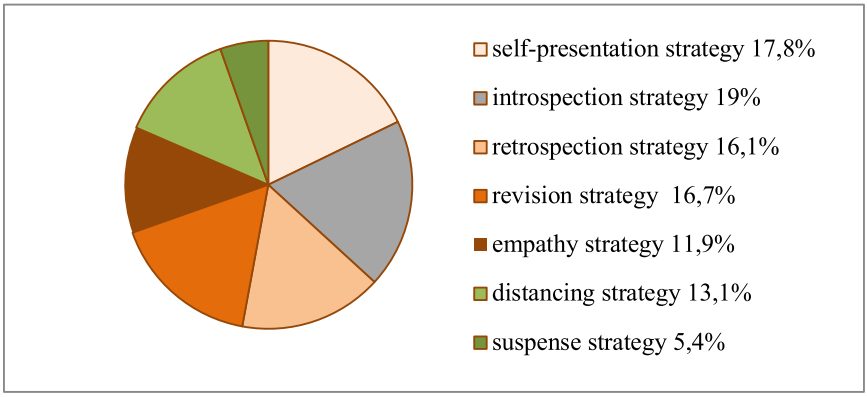

Fig. 2 Percentage of narrative strategies in Russian fiction pieces

In German fiction pieces (GFP), the narrator is more active when presenting himself to others, which is expressed in 26.6% of examples. A representative of Russian culture positions herself as the pillar of the family, she takes responsibility for raising children and caring for the elderly, and is ready to work hard for the sake of her child. Such examples account for 17.8% of the total volume.

Among linguistic means of expression in GFP we consider present as the fundamental temporary form and note the dual orientation—I—I1 and I—YOU. The attitude towards the narrator consists of his internal qualities, reflected in the evaluative vocabulary, as well as the narrator's self-irony. The frequently used personal pronoun ich—"I" and the possessive pronoun mein—"my" are also markers of the self-presentation strategy: Mein Sternzeichen ist Jungfrau (Gier 2007, p. 28). In Russian fiction pieces (RFP), we observe neutral and negative vocabulary in the narrator's own characterization, and when describing what is happening, as in GFP, the present tense is used: Гуляют, книжки читают (Chizhova 2009).

The female narrator, in addition to introducing herself and expressing interest in relation to others, independently delves into various aspects of her own activity—thoughts, images, experiences, which is manifested in the strategy of introspection, amounting to 17.7% for the German narrator and 19% for the Russian narrator.

Linguistic means of expressing the introspection strategy are: vocabulary demonstrating feelings; the process of reflection, internal monologue—for the GFP, emotional-expressive vocabulary for the RFP.

The hallmarks of strategy in GFP and RFP are reasoning and self-reflexivity. However, for a German narrator, self-reflexivity is expressed in self-searching and self-irony, for a Russian narrator—in self-criticism, acceptance of reality and humility.

The emotional aspect is expressed at the lexical and syntactic levels. Incomplete (single-part) sentences indicate that the narrator is describing situations that are limited to him, taking into account his communicative needs. One type of incomplete sentences is elliptical sentences. Unfinished sentences allow the narrator to quickly express a thought or, through these types of sentences, create a plan for further action. To obtain certain information, the narrator uses interrogative sentences. There is a violation of

the syntactic structure in sentences, which is explained by the narrator's search for the most suitable expression or word, and the need to clarify information. The introspection strategy is also characterized by the use of modal verbs.

The narrator tends to remember positive and negative moments in her life; her present depends on her internal attitude towards previously occurring events. Let us designate this strategy as a retrospection strategy, which is represented by 13.3% in the GFP and 16.1% in the RFP.

Signs of the strategy for the GFP are the assessment of significant events in life (both positive and negative), for the RP it is an appeal to nostalgic memories (regret).

The linguistic means of expressing the strategy of retrospection for both cases is the grammatical category of spatio-temporal continuity, consisting of a certain sequence of events, facts in time and space. For GFPs this is the relative use of tenses (plusquaperfect: Ich hatte nie vorgehabt (Gier 2007, p. 32), preterite: Später am Abend saßen wir …, sogar Bella kam heim und setzte sich zu uns (Heidenreich 2005, pp. 32–33), conditionalis 2: Würde er dann nicht mit der Nase darauf gestoßen (auxiliary verb sein omitted (würde gestoßen sein) (Gier, 2014, p. 96).

Indicators of the retrospective strategy are a repeating event in the past (for example: immer—always, jeden Tag—every day); preterite and adverb of time jetzt (now), which show distance in time; precedence in time: vor zehn Jahren. The time mentioned earlier can be traced in the adverb of time seitdem (since then). The gap between the mentioned events and the distance in time can be conveyed through a number of expressions: zwei Jahre später—two years later, aus dem vorigen Jahrhundert—from the last century: … fünf Stockwerke eines Altbaus aus dem vorigen Jahrhundert sind hoch genug … (Heidenreich 2005, p. 19). Indexes of the retrospection strategy also include the listing of increasing numerical age indicators, for example: Ich war 37 geworden, ich war 40 geworden (Draesner 2018, pp. 7–8).

The next index of the retrospection strategy is the relative use of temporal forms: the perfect, plusquaperfect, when used together with the present and preterite, show the precedence of one action to another, the iterative preterite demonstrates the repetition of events in the past. The adverb of time jeden Tag—every day is used more often in colloquial speech and is characteristic of emphasizing regular periodicity. The strategy of retrospection can also be indicated by a combination of a modal verb and infinitive 2, while the transition to a generalizing and then to a qualifying present means a change in the narrative strategy from retrospection to self-presentation.

In RFP, an adverb already indicates a completed action, adverbs когда, когда-то, тогда, впоследствии subsequently serve to describe an event in the past, expressions за год до (этого), до …—precedence. The noun детство (past) and the phrase зрелый возраст (present) draw the reader's attention to the narrator's life period: … я, конечно, вижу свое детство все в другом ракурсе (Cheremnova 2011). Outdated vocabulary is used (pair conjunction не токмо … но и—не только … но и): … норовя утопить в веселом и пьяном омуте не токмо тоску по «красивой благородной жизни», но и … (Chizhova 2009).

A female narrator has the ability to rethink and change her decision, which is reflected in the revision strategy and amounts to 10.8% for a German narrator and 16.7% for a

Russian narrator; each of them, with all the responsibility and ability to analyze, wants to rely on someone else.

Linguistic means of expressing the revision strategy in GFP are: vocabulary with the semantics of the decision-making and deliberation process, evaluative vocabulary (negative, positive assessment). It is important for the narrator to highlight new and important aspects in his narrative, which he does through comparison (*als, aber wenn*). The choice between two possibilities (*oder*) explains the narrator's preference for one phenomenon over another: *Und unsere Ehre, oder was davon noch übrig war* (Gier 2014, p. 312). Different types of modality (potential: *können,* intentional: *wollen*, hypothetical: *würde* + infinitive: *Jetzt, wo ich demnächst als Moderatorin Geld verdienen und unsere Gärtnerei mit einer Fernsehshow versorgen würde* (Gier 2014, p. 311), debitive*: haben* + *zu* + infinitive: *Ich hatte ihm so viel zu sagen* (Gier 2014, p. 312), *sollen, müssen*) show the narrator's attitude to the action, assessment of the action, etc. The expression of doubt is conveyed through modal words: *kaum*—barely, barely, barely; *eigentlich*—actually, in general; *ebenfalls*—exactly the same, similarly, shading particles: *denn, doch, gar, nur.* The adverb *wieder*—again, again, again demonstrates a repeated action, the adverb *anders*—different, different indicates certain differences from something. Contrasting oneself to others occurs through the personal pronoun "*ich*—I" to the pronoun "*wir*—we".

In the examples from the RFP, there is evaluative vocabulary (pejorative and ameliorative evaluation), which allows for the expression of different points of view in assessing the situation or the internal and external qualities of a person. The conjunction "*но*" is used to contrast previous information; the concessive conjunction "*хотя*" demonstrates the narrator's agreement to make a definite agreement and refusal to confront. The particle "*ни*" (as part of the conjunction "*ни … ни*") serves to strengthen the negation: *Но почему-то не испытываю от этого ни радости, ни удовлетворения* (Vecherina 2021). Comparison allows the narrator to compare several different views of what is happening.

Strategies of empathy and distancing indicate a woman's desire not only to present herself to others, but also to evaluate those who are directly in the field of view of her attention, and to whom, due to a number of circumstances, she can give a positive or negative characteristic.

The empathy strategy demonstrates the narrator's ability to read the internal state of another person, the ability to empathize and sympathize. The narrator compares the emotional state of the third person(s) with his own actions and thoughts, he tries to predict the behavior and actions of the characters, studies their feelings, thoughts and intentions.

In the GFP, in examples with the strategy of (17.1%), the narrator is concerned about the issues of trust, experiences, and excitement, which is slightly higher than that of a Russian narrator (11.9%), who is also concerned about the mental and physical state of loved ones.

Linguistic means of expressing strategy are: in GFP, the narrator identifies himself with others through the pronoun "*wir*". Positively rated vocabulary indicates the narrator's expression of sympathy for a third party(ies) and agreement with their actions.

A number of verbs indicate possible joint actions: *über alles mit einander reden*; *wir verstanden uns vom ersten Tag an.*

In the RFP, the examples use the pronouns "*мы*", "*у нас*", "*всем*". Vocabulary with a positive assessment demonstrates the correspondence of the narrator's ideas with reality. The true meaning of what is happening is hidden in irony.

Signs of an empathy strategy are personal disposition; the presence of common interests related to age (peers), a sense of support (child—parents) in German works, friendly attitude of third parties, external attractiveness, a sense of compassion—in Russian works.

To feel harmony with herself and others, a woman needs a surge of negative emotions, which can manifest itself in a distancing strategy, which she may use for a number of reasons (the actions of those around her do not correspond to her own ideas) or intuitively (she herself cannot explain the reason). The narrator in the GFP criticizes others less than the representative of the Russian culture (10.1% and 13.1% of examples, respectively), which is explained by the greater emotionality of the Russian narrator.

Linguistic means of expressing the distancing strategy are: for GFPs—nomination with the prefix ex- (*der Exfreund*), the adversative conjunction "*aber*", the indefinite pronoun *jemand* (someone, anyone). The narrator compares, uses colloquial vocabulary, vocabulary expressing an emotional state; evaluates what is happening as "right or wrong."

RFP is characterized by the use of adverbs *почти* (measure or degree), *куда-то* (direction), the adversative conjunction "*но*": *Но я буду непреклонна!* (Vecherina 2021). Vocabulary that expresses a person's emotional sphere shows his internal state.

Signs of a strategy for RFP are a description of a society in which there are no moral qualities, there is betrayal on the part of loved ones, and expectations are often deceptive. For a German narrator, this is insufficient attention, disappointment, lack of mutual understanding, support and common views.

The narrator, as a woman, is interested in secrets that evoke a state of anxiety and curiosity at the same time, which is reflected in the suspense strategy as attracting the reader's interest in what is happening in the narrative—4.4% for GFP and 5.4% of examples for RFP.

The suspense strategy is implemented through the depiction of the state of maximum involvement of the addressee (reader) in what is happening, which the author consciously evokes using a number of techniques: (1) arouse the reader's sympathy for the hero; (2) tell a dramatic or interesting situation or story; (3) create the effect of surprise in the reader.

Linguistic means of expressing the suspense strategy are for GFPs: static verbs indicating mental processes; conjunction *oder*. Evaluative vocabulary, contrast, allusion, and rhetorical questions contribute to the reconstruction of current reality and make it possible to make the narrator's speech expressive and vivid.

RFP is characterized by adverbs of time *однажды,* adverbs of adverb of way and manner of action *вдруг,* indefinite adverb *что-то*. Emotionally expressive vocabulary and enumeration create the verbal imagery of the narrative.

Signs of the strategy for the RFP are a mention of social origin and the history of ancestors, for the NP—a description of family relationships, an analysis of fashion as a set of habits, taste and values.

Within the framework of the strategies, the following tactics were identified: *identification, opposition, reflection, self-accusation, reflective memory, interpretation, comparison, accusation, criticism, disagreement, opposition.*

Taking into account the fact that the entire personal narrative is self-presentation in the broad sense of the word, *the strategy of self-presentation* is understood in the narrow sense of the word and is implemented by tactics of opposition, reflection and comparison in GFP and tactics of identification, reflection and opposition in RFP, which indicates an almost identical approach of women of different cultures present themselves to others.

The introspection strategy is represented by the tactics of reflection in the GFP and the tactics of self-accusation and reflection in the RFP, which indicates the tendency of the Russian narrator to attribute unseemly actions to himself and internally blame himself for them. In fact, no one blames a woman except herself. Her feeling of guilt arises from inconsistency with social ideas regarding something and demonstrates dependence on the opinions of others.

The strategy of retrospection is carried out using the tactics of reflective recollection, interpretation and reflection in the GFP and in the RFP. The narrator of Russian culture tends to analyze events that took place in the past and had both a positive and negative impact on him, and he is probably very overloaded with information.

The revision strategy is embodied by the tactics of reflection and comparison in both cultures. Coming to a certain decision or conclusion, the narrator builds a logical chain of events, thinks about what happened, compares the facts and comes to a certain conclusion.

The strategy of empathy is implemented by the tactics of reflection and identification in the GFP and identification in the RFP. A German narrator is more inclined to explain to himself his internal feelings in relation to the current emotional state of a third party (persons); he needs facts, not internal sensations, like a Russian narrator.

The distancing strategy is represented by the tactics of accusation, criticism and disagreement in the GFP and the tactics of accusation, distrust and opposition in the RFP. Both narrators use blaming tactics when condemning, accusing, attributing a bad deed to someone and positioning themselves as individuals who have the right to such an opinion. The German narrator turns to the tactics of criticism in order to negatively evaluate actions, to the tactics of disagreement—to demonstrate disagreement and lack of unanimity, which indicates a more demanding attitude of the German narrator towards others. The Russian narrator, using tactics of distrust and opposition, leaves the third party with hope for his possible forgiveness and favorable disposition in the future.

The suspense strategy is carried out by the tactics of interpretation, reflection and comparison in the GFP and the tactics of interpretation and reflection in the RFP. To implement this strategy, narrators of both cultures interpret the chosen line of behavior and give meaning to what is happening, express their point of view, and come to certain conclusions. The German-speaking narrator compares the real and fictional world, which suggests, on the one hand, his attitude towards motivation and competitiveness, and on the other hand, poor self-esteem.

The narrator often conducts the narration from his own point of view, which is embedded in a certain narrative strategy, which is the main characteristic of the parameters of a plot-narrative work (narration), based on the principle of the relationship between communicative intention and the sequence of events. A certain systematization of episodes, consisting in fragmenting the story and linking events into a certain sequence, contributes to the plot organization of narrative.

7 Conclusion

The authors of fiction pieces are women who convey their own worldview, peculiarities of views on life that can be developed exclusively by women. This does not include all texts written by women, which means that being a woman is not enough to write women's literature. In a female narrative, one of the main criteria of femininity is the female reader's understanding of the extent to which the female author identified herself with a woman and showed her nature.

The contents of the female narrator's narrative directly depend on the purposes she has set, with the help of which she strives to achieve the expected result and predict the reaction of the interlocutor or reader. The cultural picture of the world of a speaker of a certain language is manifested in her different attitudes towards others and cultural phenomena.

The semantic contents of the narrative of a representative of German culture are based on her family values, internal understanding of herself, assessing the behavior of others, overcoming loneliness by replacing communication with real people with a world of fantasy and escapism from reality. The semantic component of the narrative of the representative of Russian linguistic culture consists of her own experience of communicating with people, complex, tragic stages in the history of the country's development and her formation as an individual.

Taking into account all the above, the following conclusions may be suggested:

The female narrative is the realization of the feminine self-identification of the female narrator. Feminine self-identity is expressed in the predominance of narrative strategies of self-presentation and introspection, as well as tactics of reflection and reflective memory, which coincide in both linguistic cultures.

Features of literary communication in female narratives are manifested in the German linguistic and cultural space in emphasizing interpersonal relationships between different generations, as well as focusing on cultural and moral values; in the Russian space—in problematizing topics related to overcoming physical and moral difficulties, passing on cultural values to next generations and searching within oneself for the causes of current crisis situations.

Acknowledgements. This research was supported by the Foundation for the Support of Scientific Initiatives of Chelyabinsk State University.

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From the "Correct" Variant of English to the Global Language

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Abstract. The relevance of notions of "a native speaker" and "native speakerism", Lingua Franca English, as well as the importance of making students aware of and familiar with different variants of English pronunciation, are studied. In order to determine learners' attitudes to various pronunciation models, namely American English and British English, a survey was conducted among the students. The survey demonstrated a mismatch between the students' preferences, who either feel neutral regarding the variety which should be taught at university or opt for American English, giving British English a third of votes, and teachers' opinions, who preach and teach British English. This mismatch might be a hindrance to learners' full grasp and command of Global English, especially if alternative pronunciation is considered erroneous. The survey also considered the reasons why students and instructors preferred one variety over another.

Keywords: Global English · Lingua franca · Native speaker · Pronunciation varieties · Survey

1 Introduction

The English language, spreading around the globe and transforming into a truly international means of communication, gives rise to numerous questions about its future, but more importantly, about its present. These questions are relevant both for English students and teachers who need to consider which variant of the English language they should study and teach. This question is particularly difficult to answer, bearing in mind the number of variants of English. According to the theory of three concentric circles (Kachru 1985), there are:

the inner circle which comprises five national variants (British, American, Canadian, Australian and New Zealand) which are mother tongues for the residents;
the outer circle (eight regional and local variants) where English is one of the two or more languages in these countries' repertoire (e.g. India, Singapore);
the expanding circle comprising local/regional variants in countries where English is spoken as a foreign language.

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E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_13

These three circles bring unique cultural pluralism and unprecedented linguistic diversity (Kachru 1985). But in the pedagogic discourse only the inner circle is seen as norm-making as opposed to the remaining two norm-breakers (Kachru 1985). Consequently, the issue of choosing a standard for teaching requires first determining grounds for this choice. Should it be based on a wider spread of a variety in the world? Or on the geographic proximity or a likelihood of contacts with the speakers of this or that variant? Other questions concerning students and educators relate to raising students' awareness of and familiarity with other regional and local varieties. Bearing in mind that English is a pluricentric language (Ammon 2005), scholars have been advocating for exposing students to diverse forms of English (Jenkins 2014), though the debate whether users of these variants should be considered native speakers of English on a par with the speakers of British and American English is still ongoing.

Attempting to answer these questions requires defining "a native speaker" and how this concept can affect current language teaching practice.

1.1 Defining "a Native Speaker"

Leonard Bloomfield is believed to have been the first to define "a native speaker" when he said in 1935 (Bloomfield 1935, p. 43): "The child learns to speak like the persons around him. The first language a human being learns to speak is his native language; he is a native speaker of this language." Despite the self-explanatory simplicity of this notion, there are opposite views on it. On the one hand, a native speaker has been described as someone having an instinctive knowledge of grammar, an infallible and creative user of their language (Davies 1991). On the other hand, researchers critically remark that not every native speaker is devoid of errors when using their native language, nor necessarily creative in it (Cook 1999).

1.2 Infallibility of a Native Speaker

Almost until the late twentieth century the position occupied by native speakers in education looked very solid (Schmitz 2013). The question was which type of native speaker to choose as a model in foreign language teaching, not whether to follow this model at all. Traditionally English learners' progress or lack thereof was often restricted to comparing their competences to those of native speakers, who, by default, master their language to perfection (Kramsch 2003). Consequently, due to their instinctive ability to instantly single out unnaturally sounding utterances, native speakers were seen as the best possible foreign language teachers (Anchimbe 2006). The poem by Cassidy "Song of the Native Speaker" written in 1962 (Cassidy 2001) is an ironic attestation to these perceptions:

> Hail to the Native Speaker,
> He never can go wrong,
> For by some process mystic,
> Subliminal, sublinguistic,
> And utterly spectacular,
> He knows his own vernacular

To every last detail –
He simply cannot fail!

Logically, one of the implications of such a conviction was that those non-native speakers who studied the language as L2 without attaining a native-like proficiency were seen as failed speakers. In 1985 it was first stated that such a viewpoint discriminated non-native speakers (Paikeday 1985) and towards the late twentieth century researchers were widely discussing native speakers being far from uniformly adept and creative in using their language. An apogee of critique towards idealising native speakers was probably reached in works by A. Holliday who described "native speakerism" as "a pervasive ideology within ELT, characterised by the belief that 'native speaker' teachers represent a 'Western culture' from which spring the ideals both of the English language and of English language teaching methodology" (Holliday 2006, p. 395). It has been repeatedly stated that speakers of English as L2 should not be regarded as deficient users (Cook 1999). Besides, native speakers themselves may actually be using one of the regional or local dialects of British English (Anchimbe 2006; Kramsch 2003), may break rules demonstrating not only dialectal variations but also class, status or professional peculiarities thus rendering the notion of a uniform native speaker artificial. Standard English does not equate English as a mother tongue (Seidlhofer 2011). Moreover, researchers claim that there is no such thing as a uniform standard of the English language which ought to be seen as a social myth rather than a recognisable variety, an unrealised, undefined abstraction (Lewis 1993).

1.3 Ownership of English and Political Nuances

Another argument is that the English language has ceased being owned by the inhabitants of the British Isles or the United States; countries, where it is in use as a second language, are increasingly certain that it is their language in which they create intellectual property and express their identity (Cook 1999; Widdowson 1994). While spreading, the English language has become not only international, but also multicultural (Kachru 1985). Nevertheless, there are certain negative political nuances associated with English, namely, attempts to impose communication norms on learners of the language in other countries (Kramsch 2003), or an elevated status of native speakers in education. Phillipson even coined the terms of "linguistic imperialism" and "linguicide" in regard to propagating English language education and emphasising the fallacy of the tenet of the native speaker (1992).

1.4 An Unachievable Aim

Researchers repeatedly emphasize that such variants as British or American English are often an achievable aim for learners. Very few people, for whom English is not a mother tongue, can attain native-like proficiency and sound like native speakers, hence the comparison between non-native and native speakers is useless and inappropriate (Cook 1999; Seidlhofer 2003). While speakers of regional variants of British English are not ashamed of their local peculiarities, learners from other countries might be. Frequently learners themselves aspire to speak English like native speakers which can be accounted

for by the pressure on the side of educational institutions and society (Cook 1999). For instance, in Japan there exists a certain hierarchy of "correct" variants of English where American English dominates (Kumagai 1994). For other countries only British English can enjoy the status of the "correct" variant as it happened to be a starting point for the language which migrated, spread and acquired specific national and regional features. From this perspective American English and Indian English are equal (Singh et al. 1995).

1.5 Lingua Franca English

Instead of trying to attain an elusive native-like proficiency, it is proposed to use English as lingua franca (Graddol 1999), i.e. a contact language in everyday and professional use by millions of speakers whose first language is not English. These users are fluent, they do not correct others' mistake when trying to achieve a communication goal, but rather employ various means to convey the meaning and get the message across. Instead of stigmatising such users of English as failed speakers, they should be regarded as multilingual, multicompetent users (Cook 1999), as legitimate users (Seidlhofer 2003) recognised as such both by students and teachers. Therefore, the emphasis in language teaching should be placed on students as potential successful users of English rather than learners of English as a second language incapable of achieving the ultimate goal (Cook 1999). There is an opinion that both students and teachers have a fear of native speakers (Kramsch 2003), and it is probable that students might prefer non-native teachers who can give them an example of an attainable level of English.

1.6 Varieties of English and Teaching Practice

In the Russian educational tradition, the authority and prestige of native speakers are still very high: lessons with a native speaker continue to be considered more effective, and attaining a native-like level is seen as an ultimate goal of foreign language acquisition (Lovtsevich and Gich 2018). Despite the declared orientation in educational institutions towards British or, less frequently, American English, the outcome appears to be quite different: lately scholars have been making well-substantiated claims about the emergence of Russian English—a variety that is recognizable and distinguishable from other world Englishes by its phonetic, semantic, lexical and grammar peculiarities (Proshina 2016). Researchers argue that this variety is characteristic even of educated Russian speakers of English and that it should belong to the expanding circle.

It is only fair to say that Russian teachers of English are not the only ones who are biased towards British English. Research shows that in other countries practitioners are also monocentric in their approach favoring this particular variety over others (Tizzano and Rauer 2019), which does not reflect how English exists in the contemporary world. The discourse about the nature of English has transformed by far more dramatically than everyday language teaching routines (Seidlhofer 2011; Jenkins 2014). There are repeated appeals to teachers to abandon this monolithic trend and to stop idealizing native speakers.

In view of a declining popularity of the notion of a "native speaker" and its growing negative connotation, it is argued that different terms should be used to refer to proficient users of English, e.g. "an experienced user". Moreover, "linguistic imperialism" should

be counteracted by policies that enhance linguistic plurality and diversity (Phillipson and Skutnabb-Kangas 1995). Learners of English should be encouraged to get familiar with multiple variants of the language without teachers stigmatising "incorrect" and hailing "correct" variants, be it British or American (Kumagai 1994). English teachers may believe that their mission is to teach a standard English language, which contradicts the current pluricentric model of English and actually hinders learners' ability to effortlessly interact with speakers from the outer and the expanding circles. It is also advisable that English language course books and teaching materials include speech models used by successful non-native speakers when addressing other non-native speakers (Cook 1999), thus providing students with models of the language employed by proficient non-native users.

English should be taught as an international language which "is a pedagogical approach that inspires and engages students in learning to develop:

- an awareness and understanding of the emergent, fluid, and self-regulating nature of English;
- readiness for the messiness and unpredictability of today's world of English; and
- the ability to employ various linguistic and multimodal resources to negotiate meanings as they shuttle between communities and communicative contexts" (Marlina 2018, p. 5).

There is an opinion that teaching English as a lingua franca might result in incomprehension which norms to follow, if any. However, researchers point out that English grammar is surprisingly homogeneous across dialects of the inner circle and differences occur mainly in pronunciation, but even they do not usually hinder pronunciation as soon as interlocutors tune in to them (Greenbaum 1985). Thus, it is possible to speak about a certain standardized variant of the inner circle with some regional specifics. Anyway, standard English does not imply any accent (Jenkins 2009a), it is intelligibility that matters. As far as pronunciation is concerned, Jenkins identifies the core features that form the foundation for effective communication in English (2009b). These features encompass essential aspects of speech production and intelligibility, while also recognizing certain variations across different English varieties. The core features include all consonant sounds except for the voiced and voiceless "th" sounds (/ð/ and /θ/) and the dark "l" sound. Jenkins also emphasizes the ability to distinguish between different vowel lengths, which is crucial for conveying meaning and clarity in speech. Furthermore, the core features discourage the omission of consonant sounds, particularly at the beginning and within words. Proper placement of stress on the most important syllable within a word or phrase is also essential for natural and effective communication. Additionally, Jenkins highlights the significance of mastering stress patterns to convey meaning accurately and confidently.

While these core features provide a solid framework for pronunciation proficiency, Jenkins also acknowledges non-core features that reflect variations in English pronunciation. These include vowel quality distinctions, alterations in consonant clusters, and aspects of connected speech such as elision and assimilation.

2 Problem Statement

It is becoming increasingly obvious that real-life usage of English on the one hand, and English language teaching approaches and practices on the other hand are out of tune with one another and quite often contradict each other in terms of opting for a preferred variety as a model. More and more studies have been looking into the necessity to teach English as an international language thus preparing students to adapt to various linguistic contexts and codes. Teachers, however, appear to be set in their ways and tend to lean towards a native speaker model.

3 Research Questions

The research questions included the following:

- to determine the students' overall awareness of varieties of the English language;
- to determine their attitude to these varieties in terms of a preferred model to be taught at university, if any;
- to discover the reasons why students might opt for this or that variety of English as a preferred one;
- to identify the teachers' perceptions of a preferred accent to teach and their reasons for this choice;
- to pinpoint whether students' interests and preferences are met by their learning curriculum.

4 Purpose of the Study

Bearing in mind a wide scope of the problem of teaching English as an international language or as a lingua franca, this study purported to focus on students' and teachers' perceptions of different varieties of pronunciation of English, namely British English and American English, without dealing with differences in spelling, lexis or grammar.

5 Research Methods

In order to answer the research questions, anonymous online surveys were carried out among the students in the first three years as well as the Master's program studying at the Presidential Academy of National Economy and Public Administration (Moscow, Russia) and among their teachers of English.

The questionnaire comprised closed-type multi-choice questions and open-type why-questions which required the respondents' own reflection and analysis.

6 Findings

One hundred and four responses were received from undergraduate students in the first three years of study, as well as the master programme. There were twenty-eight completed questionnaires from faculty members.

Most learners are familiar with major variants of English (73%) and have some experience of communicating with native speakers (69%) though they communicate with native speakers only rarely. Students were asked to name the variety which, in their opinion, their pronunciation is closer to. Almost 40% consider they sound closer to American English, 24% believe their speech is closer to British English and the remaining 36.5% chose the "neutral/ unidentifiable" variant.

When asked about the variety of the English language which students regard as their preferred option for studying at university, the respondents gave more votes to the American variant (36.5% vs. 30.8% for British English), while the remaining 32.7% opted for "any" variant. Interestingly, the respondents who argued for American English gave purely pragmatic reasons:

- the variant is more widely spread in the world;
- most content in media and communication is produced in American English;
- there might be better job prospects;
- this variety is "easier than British in both pronunciation and usage".

Whereas those who opted for British English explained it by more aesthetic or subjective factors:

- British English "sounds more harmonious, melodious",
- British English is more "correct, academic", "more official and literate";
- it is not spoiled by "contractions found in American English";
- British English is "cool".

The respondents who did not have any preference stated that:

- more focus should be placed on conveying meanings and achieving mutual understanding;
- in future it will be possible to acquire the accent which might be more useful;
- all variants should be studied.

Thus, it appears that the respondents who vote for American English and those who do not have any preference demonstrate a greater awareness of the linguistic situation in the world, the role of the American English and its influence on British English and other variants, as well as developments in the pop culture and media. They also seem to have a more objective and realistic view of their possible future encounters with speakers of English. On the other hand, the students who want to see British English taught at the university demonstrate obvious biases or stereotypes. The question is where these misconceptions come from. Obviously, part of them may have been formed by their instructors. The majority of teachers claim that they teach British English and among the reasons why there are the following explanations:

- This dialect is still considered the main academic variant for all educational institutions in the world.

- It's classic.
- It's a norm.
- It's a language of business. It's an official language of more than 50 countries.
- American English is secondary in relation to British English.
- It's necessary to teach standard RP first, afterwards other dialects can be explained.
- I myself am more proficient in it.
- Coursebooks come from a British publisher.
- Students asked for British English.

It appears that a certain number of teachers are not well aware of the linguistic situation in the world or of the impact of American English in media and culture. Only a few teachers admit that they explain differences between British and American English or pay attention to them. According to their responses, though, none of them teach American English and none of them consider that it should be taught. Moreover, only a small percentage (14.3%) share an opinion that it is vital to make students familiar with various accents and dialects, while eighty-five per cent of teacher respondents do not consider it a priority. Furthermore, about a quarter of teachers do not allow any alternative pronunciation to British English (Table 1).

Table 1 Comparison of the students' and teachers' preferences and perceptions concerning pronunciation

Students	Teachers
Which variety of English should be taught at university?	
BE—31.1% AE—34.9% Any—33%	BE—64.3% AE—0% English as lingua franca—36.7%
Which variety do you sound closer to?	Which variety do you teach?
BE—24% AE—39.4% Neutral—36.5%	BE—92.9% AE—0% English as lingua franca—7%

Such an approach might play a restrictive role as it places a too large emphasis on acquiring an elusive British accent while ignoring the role of English as a global language. It may create a distorted picture in students' minds of what is "right" and what is "wrong" as far as pronunciation is concerned by poorly preparing them for their future encounters with speakers of English who are definitely much more likely to come from countries and regions other than the British Isles. As many experts now emphasise, the most important changes in the English language in the near future are likely to happen in Indian English or Chinese English, and other world Englishes. Should not teachers at least make their learners aware of that?

The last question in the poll concerned the educators' attitude towards teaching English as a lingua franca. While 57% of teachers felt positive towards it, almost a third found it difficult to define their attitude and 10% felt negative. It appears that some

respondents are either not very certain about what exactly this concept implies, or they do not see it as their mission to educate students in their grasp of the idea.

7 Conclusion

Taking into account the research literature and the findings of this study the following conclusions can be drawn:

- It is necessary to set realistic goals for students in terms of pronunciation—British English, or least of all (RP), should not be considered the sole norm or the only variety to teach. Moreover, they should not be identified as the goal to achieve upon completing the course.
- Students' exposure to English varieties should be enlarged, first of all, by including American English into what is considered "a norm" on a par with British English without students being penalised for using alternative pronunciation. On the whole, no variety should be stigmatised as a wrong one.
- It is desirable to include other varieties into educational materials and attempt to raise students' awareness of them besides those of the inner circle. This could be achieved through listening and watching videos.
- Students should be made aware of English as a global language; they should be given a realistic perception of their potential encounters with speakers of English, including various accents and cultural contexts.

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Some Techniques for Teaching the Basics of Business Communication Japanese Language

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Abstract. The study is devoted to the current problem of developing a methodology for teaching Japanese to 4th year students at the National Research University Higher School of Economics (NRU HSE), Moscow, Russia. A two-component composition of the written aspect is proposed, consisting of the practical development of a large block of relevant and modern business vocabulary and epistolary style (translation of business documentation). The goal is to establish and maintain business contacts with business partners between Russia and Japan. The results showed students achieving a high professional level in speaking and writing Japanese, as demonstrated in the final state exam.

Keywords: Business contacts · Business correspondence · Economics · Japanese language

1 Introduction

At present a changing the direction to the oriental world is becoming a new current trend, when the knowledge of specific features of the economy, politics and culture of the countries and peoples of Asia and Africa is becoming increasingly important. Business communication between representatives of different cultures is extremely topical and highly-demanded. In current situation, teaching oriental languages in Russia becomes crucial. Higher educational institutions in our country are trying to train experts in foreign affairs in East-oriented manner, who speak both Eastern (oriental) languages and Western ones. The scientific community should also pay great attention to the study of the problems important for the development of the "non-Western" part of the world, Afro-Asian societies and cultures, as well as intercultural communication.

2 Objective

The objective of this study was to describe the conceptual basis and to highlight some procedures of teaching Japanese to senior students at the National Research University Higher School of Economics (Higher School of Economics—NRU HSE), Moscow,

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E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_14

Russia. For the 4th year students studying Japanese at the Faculty of World Economy and World Politics under the Double Degree Program of the HSE and Kyung Hee University "Economics and Politics in Asia" in 2020–2024 the methodological foundations of the practice-oriented course "Business Communication in Japanese" were developed and built into the basic course of the main oriental language.

3 Aim

The aim of this study is to develop and form the main points of the "Basic Japanese Language" program for the 4th year. The "Double Degree Program of the HSE and Kyung Hee University" provides for a mandatory one-year internship abroad (China, Japan, South Korea), which falls into the third year of studies. After that, during the fourth year, students come back to Russia and continue to study the oriental language at the Professional level (advanced-professional) studying three modules. The first graduates of this program were released in June 2022, and by now we have some experience in teaching this course. During Japanese language classes with 4th year students, the following materials were developed.

4 Vocabulary

Firstly, great attention was paid to the study of lexical units related to the layer of "business" vocabulary. These are words related to the topics "Economy", "Production, distribution, consumption", "Finance", "Politics and foreign affairs", "Foreign economic relations", "Structure of the Japanese business community", "Management and commerce", "Ecology", "Power Industry" (Chironov 2007, pp. 3–4).

For example, students learned such units as: "financial companies", "trading holding companies", "Nikkei index", "retailer and wholesaler", "stock exchange", "futures and spot market", "securities", "real estate transactions", "supply chains", "monetary policy of the Central Bank of Japan", "preferred shares and deferred shares", "raising the key rate", "bank account", "investment and credit policy", "working capital", and many other. While doing the tests, students demonstrated their skills in written and oral translation from Russian into Japanese and vice versa. The following task can serve as an example of such work. *Write readings of expressions, translate into Russian*:

(1) 生産高————————
(2) 景気、不景気————————
(3) 造船業————————
(4) アルミ精錬————————
5) ダイヤモンド鉱山————————
(6) 炭鉱の閉山————————
(7) 重厚長大————————
(8) 軽薄短小————————
(9) 西陣織————————
10) 第三次産業————————
(11) 高度成長————————

(12) 設備投資————————
(13) 炭素繊維————————
(14) 光ファイバー————————
(15) 液晶————————

5 Textbooks

Japanese textbooks such as “Office de tsukau bijinesu nihongo-2300” (A Guide To Essential Business Japanese. 825 Situations) (Morino 1996, p. 297), “Bijinesu nihongo no:ryoku tesuto. Dokkai. Jitsuryoku yo:sei mondai-shu:” (Segawa 2007, p. 113) and “Ryu:gakusei no tame no ronritekina bunsho: no kakikata.” (How to write logical essays for internship students) (Nitsu 2003, p. 123) were used as teaching aids. The methodology for mastering vocabulary consisted of constant repetition and practice of reading and writing skills of this vocabulary, which helped to form stable knowledge, as well as to identify and correct errors in spelling and pronunciation. For this purpose, a body of exercises was developed, including reading, writing and consolidation of the completed lexical units and characters (kanji). Weekly written tests helped students to consolidate their knowledge and to develop stable competencies in writing and reading Japanese. Test work consisted of a lexical and characters part and a text (translation) part. Knowledge of the vocabulary and characters covered were tested through independent reading and translation of short texts on economic and political topics from Japanese newspapers and websites of major news resources. As an example, we can cite the following educational text (Nitsu 2003, p. 45) for written translation from Japanese into Russian without a dictionary:

株式会社の第一の特徴は、株式の発行によって、不特定多数の人から広く資金を集めることができるということである。さらに、大企業の場合は、企業の発展に伴って株式を増やし、事業拡大のための資金を得ることもできる。成長発展を目指す企業には最適の形態であるといえる。第二の特徴は、資本と経営を分けることによって合理的な経営が行えるということにある。株式会社では、出資者である株主は、持ち株数に応じて配当が得られるとともに、「株主総会」での議決権を持つ。しかし、株主が直接経営に参加するわけではない。会社の実際の業務は専門の経営者(取締役)が担当する。この資本と経営の分離が株式会社のもう一つの大きな特徴である。株式会社には「株主総会」「取締役会」「監査役」の三つの機関がある。まず「株主総会」は会社の最高の議決機関で、取締役および監査役を選任し、取締役会の出す業務報告や経営方針について検討する。次に「取締役会」は代表取締役(通常は社長)を選任し、会社の経営上の重要事項を審議し決定する。さらに「監査役」は会社の経理や業務が適正に行われているかを監査する。このように「株主総会」「取締役会」「監査役」の三つの機関がお互いをチェックすることによって、会社の健全な経営が行われるような仕組みになっている。

6 Business Letters

Secondly, students were familiarized with the basics of business correspondence in Japanese, they studied the structure of a business letter, and practiced in writing letters in Russian and Japanese independently, taking into account the rules of epistolary style

(Chironov and Sladkova 2019, pp. 6–7). At the beginning (the first module), students were asked to disassemble and study the simplest samples of correspondence, mainly New Year's and season's greetings. In the course of this work, the structure and individual components of the letter were analyzed. Then the task became more complicated, and students were able to read and understand the business correspondence (requests for the supply of goods, confirmations of goods receipt, messages about the transfer of funds to an account, advertising offers, requests and refusals in the course of transactions, etc.). By this point in time, the saturation of texts with business vocabulary was no longer a problem, and students coped with the task quite easily. The ability to apply the acquired knowledge in practice when establishing and maintaining contacts with business partners in Russia and Japan was the main goal of this course. This two-component structure of the written aspect of the Basic Japanese course—business vocabulary and business correspondence—seems to be very productive and useful in terms of developing practical skills in written Japanese for business and professional communication.

7 Speeches and Presentations

Also, in addition to the written skills, students paid great attention to the development of the oral ones: comprehension skills of natural Japanese speech (news topics) and messages on a given topic. For example, within the framework of the topic being studied "The largest trading holdings in Japan", students were asked to make oral reports and presentations in the following areas: "History of trading houses "Mitsui", "Mitsubishi", "Sumitomo", "Marubeni", "Sojitsu", "Securities Market in Japan", "Investments in Construction" and others. Presentations based on information obtained from the Japanese segment of the Internet often included business vocabulary learned in the same course (and therefore familiar to the students). This, in turn, helped to consolidate the studied material in practice, contributed to a better understanding of the semantic nuances of lexical units, improved their assimilation in practice and increased the speed of their correct memorization.

8 Final Speech

In addition, during the oral classes, students made weekly oral presentations devoted to "The results of my internship abroad and my plans for the future." According to the program, each student had to prepare a topic in the form of an extended monologue (5–7 min) followed by the answers to the questions from the examination committee. During the academic year, the teacher helped students to prepare this topic in parts, breaking it into small passages that had to be prepared weekly and submitted in the form of short speeches in Japanese. This was preceded by the stage of writing essays on these passages and checking the correctness of grammar and vocabulary. The essays covered issues such as: reasons for choosing this profession; problems faced by the student while studying at the university; positive and negative experiences during the internship; difficulties during the internship and overcoming them; Japanese language classes during the internship; communication with friends and broadening your horizons; collection of scientific material for writing a final qualifying thesis; goals and objectives

of the study; plans for the future—finding a job or continuing studies; implementation of acquired knowledge. When preparing for the state exam (the final certification test), students needed to know their topic well and be able to present it without auxiliary materials (by heart), in full, with correct pronunciation and intonation.

9 Results

Thus, at the advanced and senior stages of studying the Japanese language, emphasis was made on mastering a fairly large amount of business vocabulary (about 1300–1500 lexical units and expressions), developing reading and writing skills of this vocabulary, as well as oral and written translation of texts socio-political and economic topics. Systematic and consistent lessons with work at the board helped to form stable knowledge, as well as to identify and correct errors in writing and pronunciation noticed by the supervisor. Weekly written tests helped to reinforce these skills and to move them from the short-term to the long-term memory. Reading and writing letters on business topics helped to develop sustainable skills and abilities that students might need in their future work with Japanese business partners. Samples of business correspondence and documentation on such topics as “invitations”, “refusal”, “request”, “response to a request”, “advertising offers”, “claim”, “letter of gratitude” having their specific characteristics in the construction, text structure and style, also turned out to be a very popular educational material.

Oral classes with a native speaker were aimed at developing the skills of listening to real Japanese speech (news broadcasts) and speaking (reports, presentations, discussions). The skills of monologue speech (report on a specific topic) and dialogic speech (discussion) were developed in classes held both online and offline. As a result, results were achieved that reflected the skills of speaking and writing Japanese at a fairly high professional level, which the students demonstrated at the final state exam in 2022 and at the final certification exam in 2023 and 2024.

In the future, it is planned to continue the work on updating and expanding the methodological base and educational materials that will help to develop and deepen students’ knowledge.

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Cognitive Foundations of Linguistic Hedging in English Medical Discourse

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Abstract. The purpose of the present research is to study some cognitive foundations of hedging in doctor–patient interaction. The study is conducted within the framework of cognitive linguistics and critical discourse analysis on the materials obtained from authentic English TV series. Hedging is viewed as a product of speakers' cognitive activity aimed at finding an effective pattern of speech behavior to ensure completion of the communicative task in a particular setting. Frame is a fundamental socio-cultural concept of cognitive science that allows to structure knowledge of reality by describing certain sets of stereotypical events/situations and their outcomes. It is characterized by the presence of a set of prototypical features that ensure its successful recognition. The deep frame reflects some basic features of prototypical events, whereas the surface level—the representative event—is dynamic, it is implemented in specific communicative situations and undergoes constant modification. This understanding of frame allows to model information processing as a sequence: deep frame activation—assessment of the setting –frame modification—selection of the representative model. In doctor-patient interaction linguistic hedging signals expression of empathy and support, which attenuates the potential adversity of the environment. The result of hedging is risk minimization, conflict resolution and positive perception of the environment.

Keywords: Hedging · Hedge · Frame · Representative Model · Doctor-patient interaction

1 Introduction

Discursive characteristics of doctor-patient interaction have long been the focus of modern linguistics. Normally, this type of interaction is governed by the doctor as the more powerful participant of the communication dyad responsible for the outcome of the medical treatment (Adegbite and Odebunmi 2006): it is the doctor who determines the course of the dialogue, its tempo, topics and ways to discuss them. However, the patient's contribution to successful communication and effective treatment is equally important: patients' positive attitudes and trust in the doctor as a professional and person form a

© The Author(s), under exclusive license to Springer Nature Switzerland AG 2025
E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_15

prerequisite for effective treatment. Today building doctor–patient relationship (Morgan 1982) is regarded as the core ethical principle in medical discourse and doctor–patient interaction, in particular. Doctor–patient relationship is usually developed throughout communal work towards success, which presupposes negotiating sensitive issues in an agreeable manner at different interactional stages. The structure of each stage, procedures associated with it and behavioral patterns are elements of cognitive perceptions of both participants of the conversational dyad and could be described in terms of frames. For the purpose of the analysis the authors identify the following frames: Interviewing the patient, Test prescription, Discussing the results of the medical tests, Making a diagnosis, Further recommendations towards recovery.

When interaction is initiated by the doctor (transfer exchange) (Adegbite and Odebunmi 2006), his/her speech abounds in interrogatives, both general and clarifying, repetitions and paraphrases, explanations, and instructions. The speech behavior of the patient is characterized by providing either short or extended answers for the questions posed by the doctor, in some cases provided by information not asked by the doctor), putting questions caused by misunderstanding and asking eliciting questions to get more information about the diagnosis and further medical treatment. When interaction is initiated by the patient (matching exchange) (Adegbite and Odebunmi 2006), they tend to use interrogatives, either to clarify the information received or to draw the doctor's attention to the problems they encounter, and declaratives as reactions to the doctor's words to express agreement/disagreement and signal their emotional states, for instance, disbelief, hesitation, doubt, fear, etc.). The doctor, in their turn, provides the necessary feedback to satisfy the patient's interest/ concern, explains, clarifies, gives additional information to convince the patient in the effectiveness of the prospective treatment. The doctor's speech is characterized by repetition, especially while giving explanation, frequent directives and commissives, code switching (with the predominance of formal patterns), asking the patient for information beyond the treatment process. Colloquial patterns prevail in the speech of patients.

Although doctor-patient interaction draws on shared aims and clearcut intentions it often triggers dissatisfaction and stirs up conflict due to its sensitive nature, unpredictability, and a high degree of face threat that both interactants experience. For this reason, speech behavior of both interactants in the dyad may be described as facework towards threat mitigation, potential conflict resolution and being polite and agreeable. Violating these principles, intensifying imposition, misinterpreting the interlocutor's intentions and/ or ignoring their interests and needs are indicative of disrespect, malpractice, stigma, and lead to communicative failure. The notion of face introduced by E. Goffman (Goffman 1967) is related to the public self-image that speakers assign themselves: the negative face implies the idea of freedom of action and freedom from imposition, whilst the positive face pertains to the speaker's desire to be appreciated and approved of. All speech acts are intrinsically face-threatening acts (FTA) (Brown and Levinson 2014), their imposition becomes especially high in doctor–patient interaction due to the reasons mentioned above. The gravity of the FTA may be attenuated or minimized through mitigation strategies (verbal and non-verbal), linguistic hedging being the verbal manifestation of mitigation. In linguistic literature hedging is viewed as an avoidance-based strategy of self-preservation and restraint aimed at minimizing imposition to affect credibility perceptions.

The present research aims to study linguistic hedging (Barotto 2018; Boginskaya 2023; Malyuga and McCarthy 2018; Mikhaleva and Pushinina 2022; Vlasyan 2019) from the perspective of cognitive science as an output of speakers' cognitive activity aimed at suggesting an effective pattern of speech behavior to meet the communicative tasks and requirements set by the environment. In the core of this approach lies the concept of frame which is considered a fundamental socio-cultural concept of cognitive science that allows to structure knowledge of reality by describing sets of stereotypical events/situations and their outcomes. Frame is characterized by certain prototypical features that ensure its successful recognition and can be viewed as *a two-level unit* (Minsky 1975: 212). The deep level comprises some basic features of prototypical events, whereas the surface level is implemented in specific communicative settings, it is dynamic and undergoes constant modification. This understanding of frame allows to model information processing in the case of hedging behavior as the following sequence: deep frame activation—setting assessment—frame modification—the representative model selection. Within the doctor—patient dyad frames can be viewed as stereotypical events corresponding to the five above-mentioned interactional stages: Interviewing the patient, Test Prescription, Discussing the results of the medical tests, Making a diagnosis, Further recommendations towards recovery. Each event at its deep level is represented by a set of features which describe it in a most general and recognizable way. In a particular setting it is modified to ensure completion of the communicative task. The selection of language means used to modify the deep frame in the case of hedging reveals the speaker's intention to present their ideas in a mitigated form to avoid face-threat in sensitive settings.

2 Research Methods and Materials

The paper presents the findings of the authors' analysis of hedges in doctor–patient interaction aimed at identifying the cognitive processes underlying hedging. For the purpose of the analysis 1300 of hedges representing the most common patterns of hedging behaviour in medical settings were picked up from 20 episodes of *ER* and *New Amsterdam* television medical drama series (the American variety of the English language). The obtained hedges were divided into two groups: hedges used by doctors and those used by patients and subjected to quantitative and qualitative analyses. Both groups were further classified according to their structure into lexical, morphological, and syntactic hedges. Each instance of hedging was subjected to thorough cognitive and situational analysis to pin down the causes of hedging behaviour and the degree of modification that the surface level of the frame undergoes.

The materials for the present research have been obtained from modern authentic sources, amongst them are New Amsterdam, season 2, episode 5, 19:53–21:15, https://fmovies2.pro/watch/new-amsterdam-season-2-episode-5-the-karman-line.html; New Amsterdam, season 2, episode 11, 12:18–13:11, https://fmovies2.pro/watch/new-amsterdam-season-2-episode-11-hiding-behind-my-smile.html; New Amsterdam, season 2, episode 5, 27:14–28:46, https://fmovies2.pro/watch/new-amsterdam-season-2-episode-5-the-karman-line.html; New Amsterdam, season 2, episode 1, 15:34–16:07, https://fmovies2.pro/watch/new-amsterdam-season-2-episode-1-your-turn.html; Watch A General

Anaesthetic—See A Patient Go To Sleep For Surgery | Talking With Docs, 07:17–10:26, https://www.youtube.com/watch?v=NS3zUG9mkrM; Jaw (TMJ) replacement surgery—consultation and consent | Orthopaedic Specialists, 00:10–02:09, https://www.youtube.com/watch?v=LF_LVNYTtss&t=423s; Delivering Devastating News In Hospital | 24 Hours In A&E | Channel 4 Documentaries, 08:55–10:08, https://www.youtube.com/watch?v=gBdAAqiJK6U; Facing Death (full documentary) | Official, 13:37–15:34, https://www.youtube.com/watch?v=UDvR5FBqI_s; Facing Death (full documentary) | FRONTLINE | FRONTLINE PBS | Official, 06:15–08:35, https://www.youtube.com/watch?v=UDvR5FBqI_s; Facing Death (full documentary) | Official, 06:15–08:35, https://www.youtube.com/watch?v=UDvR5FBqI_s.

3 Results and Discussion

The results obtained show that patients use far fewer hedges than doctors (19.5% and 80.5% accordingly). The frames 'Interviewing the patient' and 'Examining the patient' feature a higher frequency of hedges for patients. The answers given by patients at these interactional stages are extended, full of details about their current state of health, previous treatment, habits, lifestyle, etc. Many patients tend to provide excessive information. These stages signal the beginning of communication (usually the first encounter) between the doctor and the patient, patients give more attention to building doctor–patient rapport regarding it as key to successful treatment (Table 1).

Table 1 The total number of hedges used by doctors and patients

Participant of the interactional dyad	Total (instances)	Percentage (%)
Doctor	1047	80.5
Patient	253	19.5

3.1 Structure of Hedges

At the next stage of the analysis hedges were classified according to features of their structure. Lexical hedges were represented by adjectives used as attributes to nouns (*possible, apparent,* etc.), adverbs (*approximately, possibly, probably, roughly, perhaps, apparently,* etc.) including those used parenthetically, nouns (*possibility, hope,* etc.), phrases (*sort of, kind of*), epistemic verbs (*seem, appear,* etc.), performatives (*propose, suggest,* etc.) and reporting verbs (*think, believe, suppose,* etc.). Morphological hedges were represented by the personal pronoun *we* used to create in-group identity and disclaim responsibility, indefinite pronouns (*some, something, someone, one, all,* etc.), modal verbs used in the meaning "Supposition implying uncertainty" (*could, might,* etc.), passive verb forms. Syntactic hedges feature conditional clauses (*if*-clauses); clauses of concession introduced by the conjunctions *though, although*; affective tagged utterances, repetition and impersonal structures with *it* as the formal subject (Fig. 1).

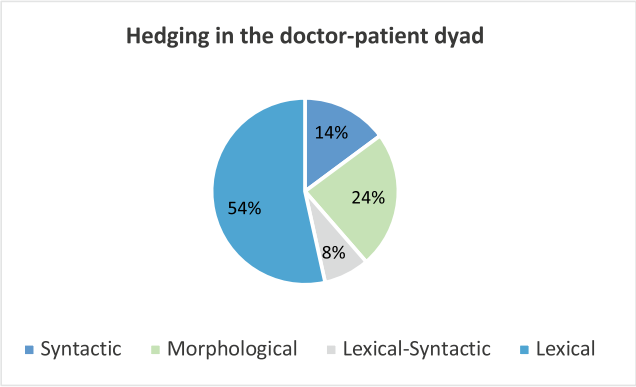

Fig. 1 Structural classification of hedges used in doctor-patient interaction

Table 2 The structure of hedges

The number of components	Total (instances)	Percentage (%)	
One-word hedges	978	75,2	
Multi-word hedges	322	24,8	

Hedges may be expressed by one word or contain several components (74% and 26% accordingly) (Table 2).

Compare:

*I've got**some** bad news for you* (a single-word hedge).

***It's possible** that it'll help* (a two-component hedge: impersonal *it* + adjective).

***It's believed** to be quite dangerous* (a three-component hedge: impersonal *it* + reporting verb + passive).

Hedges tend to form clusters, here belong cases where there are two or more of them in one sentence. This makes up over 74% of the corpus, for instance:

***Apparently**, at**some** point**we could** win* (adverb used parenthetically + indefinite pronoun + the personal pronoun *we* used to create in-group identity and disclaim responsibility + modal verb).

Multi-component hedges and hedging clusters enhance the mitigating effect and prove more effective in settings requiring a higher degree of hedging modification. Doctors use multi-component hedges and hedging clusters to create a friendly environment, show empathy and support for the patient, to make their recommendations more agreeable, reduce the social distance, disclaim responsibility and save face (both the doctor's and the patient's). Hedging clusters are normally used by doctors to modify frames that require extended explanation and argumentation/persuasion—Examining the patient, Test prescription, Pre-test discussion, Discussing the results of the medical tests, Making a diagnosis, Treatment, Further recommendations towards recovery. When mitigated, the doctor's instructions and comments are more readily accepted by the patient. Patients use multi-component hedges and hedging clusters in case of doubt, worry, discomfort

or poor understanding of their clinical prospects. Frames typically modified by patients, including the use of hedging clusters are Interviewing the patient, Discussing the results of the medical tests and Further recommendations towards recovery. This allows patients to conceal their worries and stifle their fears, hedging is particularly common in patients' explanations of misconception of health issues. Other reasons for the use of hedges by patients are attempts to seek more of the doctor's attention and empathy and to demonstrate willingness to cooperate, in the latter case the patient tends to repeat or rephrase the hedges used by the doctor.

3.2 Frame Analysis. Modification of Deep Frames

In the present research linguistic hedging is viewed as not only a socio-culturally determined choice of the speaker but rather the result of their cognitive activity and ability to calculate the impact the created message may produce on the recipient. This ability is predicated upon mental representations—frames, containing prototypical data about an event and its circumstances, and shallow cognitive processes conditioned by the context. The two classes of cognitive processes underlie the formation of the representative picture of an event in a specific communication situation. In the samples of Doctor—Patient interaction subjected to analysis the following deep frames were identified:

Frame 1. Interviewing the Patient/ER Reception.
(Patient) *"Give me something! I can't stand it!"*—(Doctor) *"**We**'ll give you**something** for the pain,**just hold on**."* In the given communicative situation, a victim of a car crash seeks more attention from the medical staff although his injuries are less serious than those of most others. Give me something! I can't stand it! The nurse is not sure what kind of medicine the patient will receive, who and when will be able to help him. This triggers frame modification "Mitigating a conflict situation". The means used by the speaker are the hedging pronouns something (indefinite reference) and we (in-group identity which allows the doctor to disclaim responsibility and distribute it among all members of the group). The purpose of lexical hedge *hold on* is expression of empathy and support, which attenuates the potential adversity of the environment. *Just* intensifiers the effect of hold on. The result of mitigation in this situation is risk minimization, conflict resolution and positive perception of the environment.

(Dr. Reynolds) *"Well, I can do a catheter ablation. It'll destroy the source of the problem. It's non-surgical. You won't **even have to be put** under…"*—(Patient) *"NASA has run hundreds of tests on me. How did they miss this?"*—(Dr. Reynolds) *"It**might be** the first time it happened."*—(Patient) *"Will it happen again?"*—(Dr. Reynolds) *"It's hard to tell. It**might**."*

The conversation between Dr. Reynolds and the patient which occurs in the Emergency Department of the New Amsterdam Hospital in New York features a hedging cluster Lexical hedge *even* + Modal verb *have to* + Passive + Modal verb *might* used in the meaning "Supposition implying uncertainty" + Repetition.

Frame 2. Examining the Patient.
(Doctor) *"**Some** of the wounds have a characteristically double pointed or forked end which**would** indicate that they**could** be made by either a blunt end instrument, or knife,*

or a double sharp end instrument." Several doctors are discussing the patient's state. The deep frame "Examining the patient" is modified due to their uncertainty about the instrument the patient was wounded with. The means used by the speaker are the hedging pronoun *some* (indefinite reference), the subjunctive *would* and the modal verb *could* used in the meaning Supposition implying uncertainty. The result of mitigation in this situation is face risk minimization and mitigating professional failure.

The example that follows features the hedging behaviour of a patient while being examined. The patient modifies the deep frame 'Undergoing examination.' (Patient) *"I mean, it's* ***sort of there;*** *I haven't* ***really*** *noticed it before, but* ***I think*** *it's* ***probably*** *been there,* ***you know****, because at one point they gave me, when I went to the dentist, a thing to hold my mouth open, and then I can't get that in anymore.* ***Basically****, I haven't been to the dentist for two years."* (Dr. Gary Warburton) *"Can you show us how wide you can open your mouth? That's it."*—(Patient) *"Uh-huh."*—(Dr. Gary Warburton) *"Is that painful?"* (Patient) *"It hurts, yeah, and it* ***sort of*** *,* ***you know****, sends* ***a bit of*** *a pain up my head and,* ***um****, I* ***just*** *find it very difficult to eat.* ***Um****, and* ***just*** *basically speaking as well. People say I mumble all the time,* ***you know,*** *and* ***I find*** *that* ***quite*** *difficult and,* ***um*****,** ***basically just very*** *uncomfortable."*

Frame 3. Test Prescription.

(Doctor) *"****We*** *must do an X-ray of your lungs."*

The deep frame 'Test Prescription' is modified by the doctor to show empathy for the elderly lady-patient who has been undergoing a whole array of different tests towards her diagnosis. At the surface the pronoun *we* (in-group identity) allows the doctor to disclaim responsibility for his inability to make a diagnosis and attenuate the negative imposition brought on by the necessity to undergo another medical test.

In the following example the deep frame 'Test Prescription' is modified to create a friendly environment, in-group identity, show empathy and support for the patient.

(Doctor) *That's completely understandable.* ***Let's*** *go through everything so you* ***might*** *feel more at ease. First, could you remind me why* ***we're*** *considering the MRI?*—(Patient) *You mentioned last time that it's to check for any issues with my lower back pain.*—(Doctor) *Exactly. An MRI should give* ***us*** *detailed images of your spine and surrounding tissues, which* ***might*** *help us diagnose the cause of your pain more accurately. Now,* ***let me*** *try to explain the procedure.*

Frame 4. Pre-test Discussion.

(Doctor) *"All right, Rebecca.* ***I know you may feel a little*** *claustrophobic in there, but* ***we*** *need you to remain still."* Rebecca is anxious about the magnetic resonance tomography test she must undergo. The doctor sounds supportive, she says *I know you may feel* to expresses empathy and demonstrate her understanding of the girl's feelings. The propositional hedge *a little* attenuates the negative meaning of the adjective *claustrophobic,* the pronoun *we* (in-group identity) allows the doctor to disclaim responsibility and attenuate the negative imposition brought on by the necessity to undergo the medical test.

(Dr. Krishna) "Smells ***a little*** funny *like* it's got a plasticky kind of smell. That's ***just*** a mask, ***okay?***"—(Patient) "Yeah"—(Dr. Krishna) "So, you *can* ***just*** focus on slow breaths in and out. ***Just*** nice and slow and, *um*, give that medication there a second to work." < … > "So, now you're going to start getting the medicine that makes you fall

asleep, ***okay?***"—"You ***just*** focus on nice slow breathing." < … > "You ***might*** feel ***a bit of*** a sting in your hand." (The patient nods).

To calm the patient down and stifle her fears, Dr. Krishna explains what is going to happen. Multiple hedges and hedging clusters are used by the doctor to create a friendly environment, seek agreement, show empathy and support for the patient.

Frame 5. Discussing the Results of the Medical Tests.
(Doctor) *"Hello, Mackenzie, how are you feeling?"—"Like someone run over by a truck. They figured out what was it?"*—(Doctor) *"Well, I have**some** bad news. You have a condition called supraventricular tachycardia."*—(Patient) *"How do we fix it?"*—(Doctor) *"Well,**we could do** a catheter ablation, but it**might** have a temporal effect.**I'm afraid** you need a surgery."*

The setting is the Cardiology Department of the New Amsterdam Hospital in New York. The female patient is being examined for possible bladder problems, but tests show cardiovascular problems. At the beginning of the dialogue the doctor greets the patient and 'attends to her needs' by asking *how are you feeling* before informing her about the diagnosis. The diagnosis itself is not that grave to require hedging, but the doctor knows that the patient is on the NASA astronaut team and is afraid that she might be grounded in case of serious health problems. The prototypical event featured at the deep level of the frame "Discussing the results of the medical tests" is modified by a number of hedges. To lower the imposition the doctor uses the indefinite pronoun *some* which conveys indefinite reference. The first person plural pronoun *we* (in-group identity) features the doctor as a part of a bigger group of medics, which allows him to dispatch responsibility among the members of an abstract group of people. This is the most common way of disclaiming responsibility for the potential imposition in doctor-patient interaction. The doctor's suggestion of a less invasive treatment *Well, we could do a catheter ablation*, marked by the hesitation *Well* and followed by the expression of Contrast (*but*) + Uncertainty (*might*) also performs the hedging function. The doctor avoids or at least delays mention of the necessary treatment. The hedge *I'm afraid* softens the imposition caused by the necessity to undergo serious treatment which might affect the patient's professional career.

Frame 6. Making a Diagnosis.
(Doctor) *"Yours isn't a fracture,**just a bit** of sprained ligaments."* < … > *"**Just** a touch."* < … > *"**Just** a touch."*

The deep frame "Making a Diagnosis" presents the prototypical event presupposing a rather straightforward manner of presenting information. The communicative setting—interaction with a teenager playing on his high school football team, assessment of the potential imposition linked to the patient's inability to support the team and his vague sports prospects—makes the doctor modify the frame. At the surface frame level the hedges *a bit of* and *just* combined with mention of a less serious trauma create the necessary hedging effect. The hedge *just* echoed in the patient's reply *Just a touch* signals trust, willingness to cooperate and the need for the doctor's confirmation as the more powerful participant in the dyad. The doctor repeats the patient's words to express support and enhance trustworthiness. The result of frame modification is a reduction of

the psychological distance between the interactants, which fosters better understanding and more supportive environment.

Frame 7. Treatment.

*"Come on,**sweetheart**, you have made us**a little** nervous here."*

*"The morphine should make you feel**a little** better and we'll have you in the operation room in no time,**okay**?"*

*"But first**we'll have to** start with**a little** IV."*

*"**Okay**, you are going to feel**a little** needle..."*

*"**Alright**, you are going to be just fine, you just have to blow. It's okay, ma'am."*

The frame Treatment is extensively modified by doctors who tend to express empathy and support. Both propositional hedges and speech act modifiers are found here, among them the most frequent are: *a little,* used to attenuate the imposition of the propositional meaning expressed by adjectives; use of *have to* which expresses appeal to necessity and allows the doctor to disclaim responsibility for the act of inducement; appeal to agreement usually expressed in tagged utterances. Forms of address which reduce the distance between interlocutors—*sweetheart*, and expressions of support *okay, alright* also perform the hedging function.

(Doctor) *"All right,**if I do more than one ablation**, it **could** weaken your heart and increase the chance of recurrence. I'm sorry, Mackenzie. You**need** surgery."*

(Doctor) *"Well,**if the ablations are insufficient**, it**could** push Mackenzie into cardiac arrest. You**could** die."*

Instances of conditional clauses used in complex sentences with *could* (supposition implying uncertainty) in the main part are commonly used by doctors to modify the 'Treatment' frame.

While treating a child Dr. Ignatius Frome creates strong in-group identity *"Whoo! Take a breath.**We** did it.**We**'re done! I know the dark is scary,**right?**" (*The child is nodding). *"**I know**, but guess what? Fear is a totally healthy emotion that**everyone** feels."*

Frame 8. Further Recommendations Towards Recovery.

*"**I'd propose** to you**if you want a special remedy – to see** if I can make you sleep."*

The prototypical event "Further recommendations towards recovery" prescribes giving instructions to patients. However, in the above-mentioned situation the doctor is aware of the patient's naughty character and seeks avoiding imposition and potential conflict. The doctor's recommendation contains a hedging cluster which produces a cumulative mitigating effect: Performative (*propose*) + Subjunctive (*would*), the conventional *if you want*, *to see if I can make you sleep* which explains to the patient why the remedy is necessary. The choice of the hedging pattern to modify the frame is not random, the doctor opts for communication between equals, gives the patient more freedom of choice, negotiates future treatment, she replaces directives with suggestions which the patient can accept or reject. At first glance this might sound less persuasive, in certain situations this pattern of communicative behaviour may signal a lack of confidence and resolution. However, in view of the patient's character this strategy turns out to be effective, it makes the patient more agreeable.

4 Conclusion

The analysis was conducted to study some cognitive foundations of hedging in English doctor–patient interaction. From the cognitive perspective hedging was described as a communicative result of frame modification aimed at building and maintaining doctor–patient relationship (DPR) in face-threatening situations characterized by a high degree of imposition. Hedging allowed both doctors and patients to adapt their speech behaviour to social, pragmatic, and psychological demands imposed by the setting and achieve better results. Eight frames describing most common prototypical communicative situations were identified, classified, and subjected to frame analysis. In the present research frames are described as two-tier constructs. At the deeper level frames contain certain prototypical features that ensure their successful recognition by interactants. At the shallow level frames undergo constant modification, which allows speakers to conform to the requirements imposed by the setting. This understanding of frame allowed the authors to model cognitive processes underlying hedging behavior as the following sequence: deep frame activation—setting assessment—frame modification—representative model selection. Each stage of doctor-patient interaction correlates with a particular frame, the most clear-cut of which are Interviewing the Patient, Examining the patient, Test Prescription, Pre-test discussion, Discussing the Results of the Medical Tests, Making a Diagnosis, Treatment and Further Recommendations towards recovery. The only interactional stage that featured more hedges in the speech of the patient was the initial stage—Interviewing the Patient. At the rest of the four stages hedging strategies were more typical of doctors. Both doctors and patients used hedges to build and maintain doctor–patient relationship (DPR), minimize imposition and attenuate face threat. Doctors resorted to hedging when they sought to persuade patients to follow their recommendation. This trend was particularly discernible at the Further Recommendations towards recovery stage.

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Content Development for a VR Course in Economic English: Practical Recommendations

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Abstract. The evolution of educational technology has introduced innovative methods to enrich learning experiences, with Virtual Reality (VR) emerging as a significant tool, particularly in specialised language education. This study investigates the integration of VR in teaching Economic English, addressing a notable gap in practical application and evaluation in this area. The primary aim was to design, implement, and evaluate a VR-based course to improve learning outcomes in Economic English. This research was guided by three main questions: How does VR contribute to immersion and interaction in learning Economic English? What are the pedagogical benefits of using VR in specialised language education? How can VR technology be optimised to enrich educational outcomes? Quantitative and qualitative methodologies were employed, involving 40 undergraduate students majoring in Economics. Pre- and post-course assessments, feedback surveys, and focus groups were used to gather data. Results demonstrated significant improvements in students' comprehension and application of economic terms and concepts, with increased engagement and motivation attributed to the immersive and interactive capabilities of VR. Based on the findings, the study proposes practical recommendations for developing effective VR courses, specifying five key principles: modular structuring, immersive learning, active interaction, content focus, and moderate control. These principles are essential for maximising the educational benefits of VR and can serve as a framework for future VR course development across various disciplines. The study acknowledges the potential of VR to transform specialised language education, suggesting directions for future research in cross-disciplinary applications.

Keywords: Virtual environment · VR course · Economic English · ESP · Immersive learning

1 Introduction

Digital technologies have introduced innovative tools and methods that challenge traditional pedagogical approaches. Among these technologies, Virtual Reality (VR) stands out for its potential to create immersive and interactive learning environments that engage

© The Author(s), under exclusive license to Springer Nature Switzerland AG 2025
E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_16

students in unprecedented ways. Despite the growing interest in integrating VR into education, there remains a significant gap in its application within specialised academic fields, particularly in language learning for specific professional domains such as Economics. This research aims to explore the integration of VR technology in teaching Economic English, a specialised area that merges language learning with economic terminology and contexts.

Current educational methodologies in Economic English predominantly rely on conventional classroom settings and online platforms that offer limited interactivity and immersion. Such environments often fail to fully engage students or provide them with practical, real-life scenarios in which they can apply their language skills. VR technology, with its capacity to simulate complex, real-world environments where students can interact with virtual objects and scenarios, presents a novel approach to overcome these limitations.

However, the literature reveals a paucity of empirical studies that systematically analyse the effectiveness of VR in levelling up the learning outcomes in Economic English. This gap suggests a need for focused research to evaluate how VR can be tailored to improve both linguistic and economic competencies in an integrated educational experience.

This study seeks to fill this gap by designing, implementing, and evaluating a VR-based course—EconRoute—specifically developed for learners of Economic English. By doing so, the research intends to provide empirical evidence and methodological observations regarding the benefits and challenges of using VR in language education for special purposes.

The study is guided by the following research questions.

1. How does VR contribute to the immersion and interaction in learning Economic English? This question addresses the core of VR's educational potential by exploring its ability to offer a deeply engaging learning environment compared to traditional learning modalities.
2. What are the pedagogical benefits of using VR in language education for special purposes? Here, the focus is on identifying specific pedagogical outcomes such as increased motivation, enhanced understanding of complex concepts, and improved retention rates.
3. How can VR technology be optimised to improve educational outcomes in Economic English courses? This question seeks to derive actionable recommendations for the effective integration of VR into curriculum design, content delivery, and assessment methods in the context of language education for economists.

The research thus aims to specify the role VR can play in transforming language education for specialised domains, offering observations that could inform future educational practices and technology integration strategies.

2 Material and Methods

The study incorporates both quantitative and qualitative research techniques to analyse the VR learning experience and its outcomes.

The study involved a cohort of 40 undergraduate students majoring in Economics at RUDN University. Participants were selected based on their enrolment in advanced English courses tailored to Economic subjects. The demographic spread included an equal number of male and female students, with ages ranging from 19 to 24 years. All participants had a minimum English proficiency level of B2 according to the Common European Framework of Reference for Languages (CEFR), ensuring they had sufficient linguistic capability to engage with the course content.

EconRoute was developed as a VR-based educational tool tailored specifically for learning Economic English. The course was designed around four key modules: Introduction to Economics in English, Money and Banking, Market and Trade, and Business Meetings. Each module contained interactive lessons, real-time dialogues with virtual characters, and practical scenarios that mimicked real-world economic activities, such as negotiating trade agreements or discussing fiscal policies.

The VR environment was created using the VR Supersonic platform, which supports high interactivity and realistic simulations. This platform was chosen for its robust performance metrics and compatibility with various VR hardware, making it suitable for educational purposes.

For pre- and post-course assessments, quantitative data was collected through structured tests administered before and after the course. These assessments evaluated the participants' knowledge of economic terminology, comprehension of complex economic texts, and ability to apply economic concepts in English.

After completing the course, participants were asked to fill out a feedback survey designed to gather qualitative feedback on their experiences. Questions covered aspects such as the perceived effectiveness of VR for learning, engagement levels, and the usability of the VR platform.

Three focus group sessions were conducted with randomly selected subsets of participants (three groups of five students each). These sessions helped pinpoint students' subjective experiences, the educational impact of VR, and suggestions for improving the course.

The study was conducted over a semester, with participants completing the VR course as part of their curriculum. Each module was designed to be completed within two weeks, including interactive sessions, assessments, and feedback collection. Pre-course assessments were administered one week before the course began, and post-course assessments were given a week after the course ended. Focus groups and feedback surveys were conducted in the final week of the semester.

Quantitative data from the pre- and post-course assessments were analysed using descriptive statistics and paired t-tests to measure the significance of differences in scores, indicating learning outcomes. Qualitative data from surveys and focus groups were transcribed and analysed using thematic analysis to identify common themes and patterns related to the VR learning experience.

All participants were informed about the study's aims and procedures and provided written consent before participation. The study ensured anonymity and confidentiality of the participants' data and adhered to the university's research ethical standards.

3 Theoretical Background

The integration of VR into education is heralded as a significant advancement in pedagogical strategies, particularly in specialised language learning. This literature review will consider the theoretical bases of VR's application in education, with a specific focus on immersive learning, constructivism, and the cognitive theory of multimedia learning. These frameworks help in understanding the potential of VR to improve the learning of Economic English.

Immersive learning. Immersive learning through VR creates a virtual environment that mimics real-world scenarios, allowing learners to interact with content in a dynamic and engaging way. According to Jensen and Konradsen (2018), immersive learning environments can significantly boost student engagement and motivation by providing sensory-rich experiences that are not possible in traditional learning environments. In specialised fields such as economics, the utilisation of VR in language learning plays an important role. It offers learners context-rich environments where they can hone their language abilities through practical, career-oriented activities (Dede 2009; Grishechko 2023). The deep immersion provided by VR improves memory retention and promotes linguistic proficiency by enabling repeated practice of language elements in lifelike scenarios (Merchant et al. 2014). The value of this immersive approach in VR learning environments is its ability to deliver an unparalleled educational experience that traditional methods cannot match. This immersive setting enables students to not just absorb but also actively engage with the material, allowing real-time interaction and immediate observation of the consequences of their actions within the virtual scenario (Malyuga 2023).

Constructivism. The application of VR in education is also based on the principles of constructivist theory, which emphasises the importance of active student participation in the learning process, where new concepts and understandings are formed through interaction with the environment (Malyuga and McCarthy 2021). One of the founders of constructivism is the Swiss psychologist and educator Jean Piaget, who rejected the early 20th-century idea that knowledge is a passive reflection of an external, objective reality (Piaget 1954). Instead, he proposed the concept of learning as a dynamic process of continuous adaptation to reality, during which students create and test their own hypotheses about the world. Thus, learning within this theory is a process of transformation rather than mere accumulation of knowledge. Since this approach focuses on the intellectual aspect of learning, the movement based on it is called cognitive constructivism. In the context of virtual reality, adhering to constructivist theory allows for the creation of environments where learners can explore and experiment with educational material, rather than just receiving information (Grishechko 2024).

Social constructivism complements this concept by asserting that knowledge is constructed through social interaction and communication with others. The founder of social constructivism, Soviet scientist Lev Vygotsky, believed that knowledge is built not in isolation but through active engagement with the surrounding world (Vygotsky and Cole 2018). In the context of VR, social constructivism implies the creation of environments where students can "construct" their knowledge and understanding through dialogue with a bot, asking questions, and receiving feedback. This process simulates

social interaction with a virtual partner, contributing to a deeper understanding of the educational material.

Therefore, as constructivism posits that knowledge is constructed through experiences and interactions with the environment (Piaget 1954), VR aligns well with constructivist principles by facilitating active learning environments where learners can explore, experiment, and interact with content. In the context of Economic English, VR enables students to build their vocabulary and conceptual understanding by engaging directly with economic scenarios and language interactions. Lin and Lan (2015) suggest that VR, by supporting experiential learning, allows learners to internalise language patterns and economic concepts more effectively than through passive learning methods.

Cognitive theory of multimedia learning. Mayer's (2005) Cognitive Theory of Multimedia Learning specifies how multimedia can aid the learning process through the simultaneous use of different types of content. This theory assumes that students learn information better when it is presented in multiple modalities, such as text, images, audio, and video (Akopova 2023a; Grishechko et al. 2016). VR inherently integrates multiple forms of media, making it an effective tool for presenting information in verbal and visual formats simultaneously. In VR education, this can be implemented not only through the integration of visual and auditory elements but also by engaging other senses, such as touch or movement to create a more comprehensive and immersive learning experience. Such delivery facilitates the processing of information, leading to better understanding and retention (Mayer 2005; Radyuk 2013). In teaching Economic English, VR's ability to present economic data and terminology through interactive graphs, visual simulations of markets, and dialogues enhances comprehension and application of language in economic contexts.

Numerous research efforts have explored the benefits of VR in language education, having identified their potential to streamline language learning by offering immersive experiences unattainable through traditional textbooks or videos (Parmaxi 2023). Despite this, research on VR's application in English for Specific Purposes (ESP), like Economic English, is relatively limited, which fact has prompted the emergence of this study. Theoretical reviews indicate that VR has the capacity to revolutionise educational environments, shifting them from mere sites of passive information absorption to dynamic spaces of active engagement. This study intends to show whether VR can facilitate the mastery of linguistic skills and economic concepts for learners of Economic English through tailored learning scenarios.

4 Results and Discussion

4.1 Data Interpretation

The results of the study speak to the effectiveness of the VR-based course EconRoute in improving the learning outcomes for students of Economic English.

The quantitative analysis of pre- and post-course assessment data revealed statistically significant improvements in students' performance. The mean score on the Economic English comprehension test increased from 65% in the pre-course assessment to 85% in the post-course assessment, indicating a substantial improvement in understanding economic terminology and concepts in English. The analysis showed notable

improvements in areas such as vocabulary usage, comprehension of economic texts, and the ability to engage in discussions on economic topics using English. For instance, the accuracy of using economic terms in context improved by an average of 30% across the cohort. Paired t-tests confirmed that these improvements were statistically significant ($p < 0.05$), which demonstrated the effectiveness of the VR intervention in enhancing learning outcomes.

Feedback collected through post-course surveys indicated a high level of student satisfaction with the VR learning experience. Approximately 90% of participants reported that the immersive VR environment contributed positively to their learning. Students particularly valued the interactive aspects of the course, such as simulating negotiations and financial transactions in VR, which made learning more engaging and applicable to real-life contexts. Thematic analysis of survey responses identified key themes including increased motivation due to the immersive nature of VR, a better understanding of complex economic concepts through interactive simulations, and a preference for VR over traditional learning methods.

Focus groups proved helpful in painting a fuller picture of students' experiences. Many participants expressed that the VR environment allowed them to experiment and learn from mistakes in a risk-free setting, which they found crucial for building confidence in using Economic English. Students also suggested improvements, such as the incorporation of more varied economic scenarios and enhanced interactivity in some of the VR modules.

Despite the overall positive feedback, some students noted challenges related to the initial adaptation to VR technology, including physical discomfort and the need for technical support during the early stages of the course.

The synthesis of quantitative and qualitative data suggests that the VR course significantly enhanced the educational experience by providing a rich, interactive platform for students to learn and apply Economic English. The immersive nature of VR improved the students' linguistic competencies and allowed them to get a firmer grasp of the economic principles by placing them in simulated real-world economic scenarios.

The results testify to VR's potential as a powerful tool in the field of specialised language education. Integration of immersive technology into learning translated into better engagement, improved comprehension of specialised content, and enhanced ability to apply language skills in professional contexts. These outcomes suggest promising directions for further integrating VR into educational curricula for specialised disciplines.

Based on the insights gained from the design, implementation, and evaluation of the VR-based course EconRoute, several key principles have emerged as essential for creating effective VR educational content. These principles not only cater to the specific needs of teaching Economic English but also ramp up the overall learning experience by leveraging the unique capabilities of virtual reality.

4.2 Practical Recommendations

Principle 1: Modular structuring. Modular structuring is key in VR course development, as it allows the material to be organised into distinct, self-contained blocks or

modules, each focused on specific topics or competencies. This approach promotes targeted learning and makes it easier for students to absorb and retain complex information. In EconRoute, each module and scenario within the module had clear educational goals. For instance, the "Opening a Bank Account" scenario was designed to improve communicative skills in financial operations and practice the use of superlative adjectives. Notably, the course employed a flexible approach to module structuring, allowing instructors to tailor the sequence of modules to fit current educational needs and objectives, without being strictly bound to a predefined order (Table 1).

Principle 2: Immersive learning. Immersive learning ensures that students are deeply engaged with the content by being "inside" the topic of study. This principle is vital for creating a rich, contextual backdrop that mirrors real-world situations students might encounter in their future careers. The principle is guided by three basic foci, namely, environment design, contextual vocabulary, and instructor integration.

In terms of environment design, multiple types of environments were used to recreate realistic professional and everyday situations, enriching the context and deepening immersion. The environments included a bank branch, conference room, a retail store, negotiation room, etc. Figure 1 offers a visual of a bank branch environment.

To incorporate sufficient contextual vocabulary, each environment was enriched with professional lexis relevant to its sphere, aiding in deep immersion in economic topics and facilitating language learning within its actual application context. Table 2 outlines some of the key vocabulary incorporated in Module 2 "Money and Banking", as an example.

To incorporate helpful instructor integration, scenarios began with an instructor outlining the situation and tasks, helping students adjust their focus and understand the requirements. Concluding remarks from the instructor specified key learning points and successes, reinforcing understanding and motivation. Instructor interactions incorporated in Module 1 "Introduction to Economics in English" are outlined in Table 3, as an example.

Principle 3: Active interaction. Active interaction in VR learning environments is essential for engaging students in meaningful ways that enhance retention of complex concepts. This principle focuses on the dynamic communication between students and virtual characters (bots), as well as real-time feedback from instructors, to create a continuous, interactive learning experience. Bots serve as virtual conversational partners who engage students in dialogues that require the use of specialised vocabulary and grammatical structures pertinent to economic discussions. These interactions are designed to mimic real-life scenarios, such as negotiating trade deals or discussing financial policies, which helps students apply their language skills in context. Immediate feedback is crucial for effective learning. Bots provide instant responses to students' inputs, point out errors and suggest corrections. This real-time feedback loop allows students to adjust their communication strategies on the fly, which reinforces correct language use and promotes self-directed learning.

Bots in the EconRoute course are programmed with dynamic emotional states that react to students' communication strategies and errors. For example, a bot might express frustration if a student repeatedly makes the same mistake or show enthusiasm when a student successfully completes a task. This emotional engagement adds a layer of realism

Table 1 Course structure

Module	Topic	Aim
Introduction to Economics in English	Defining Economic Terms	Practicing economic terminology and ways to express certainty and uncertainty
	Discussing Currency	Practicing currency-related concepts and terms
	Buying and Selling	Practicing correct usage of question tags in English for economic contexts
	Jobs and Employment	Practicing discussing jobs and employment using formal inquiries
Money and Banking	Opening a Bank Account	Improving practical communication for financial operations and practicing superlative adjectives
	Closing a Bank Account	Mastering the process and vocabulary of closing a bank account
	ATMs	Enhancing problem-solving and communication skills for ATM usage
	Online Banking and Mobile Apps	Practicing correct usage of adverbs in the context of online banking and mobile apps
Market and Trade	Shopping for Groceries	Practicing general shopping vocabulary
	Negotiating Prices	Enhancing negotiation skills and the use of modal verbs
	Customer Support at a Retail Store	Practicing customer support communication and prepositions of time
	International Trade	Enhancing negotiation and communication skills in the context of international trade and practicing comparative adjectives

(*continued*)

and gamification, which makes the learning experience more engaging and memorable.

Table 1 (*continued*)

Module	Topic	Aim
Business Meetings	Meetings Logistics	Practicing business meetings vocabulary
	Small Talk and Ice Breakers	Practicing small talk and icebreaker skills in business settings
	Negotiating a Deal	Practicing negotiation language and quantifiers
	Expressing Disagreement	Practicing expressing disagreement in business interactions



Fig. 1 Bank branch environment in EconRoute

Instructors play a critical role in guiding and enhancing the VR learning experience. They provide introductory briefings before each scenario, outlining the objectives and key points of focus. After each interaction, instructors offer summarising remarks to reinforce the learning outcomes. This structured support helps students stay on track and maximises the educational value of each interaction. Each VR scenario is carefully crafted to simulate real-world economic activities, such as conducting market research, presenting economic forecasts, or participating in financial negotiations. These scenarios require active participation from students, who must navigate the complexities of

Table 2 Key contextual vocabulary in Module 2 "Money and Banking"

English term	Transcription	Translation
account balance *n ph*	[əˈkaʊnt ˈbæləns]	баланс счета
account closure *n ph*	[əˈkaʊnt ˈkloʊʒər]	закрытие счета
automatic payment *adj ph*	[ˌɔtəˈmætɪk ˈpeɪmənt]	автоматический платеж
check current balance	[ʧɛk ˈkɜrənt ˈbæləns]	проверить текущий баланс
checking account *n ph*	[ˈʧɛkɪŋ əˈkaʊnt]	текущий счет
close an account *v ph*	[kloʊz ən əˈkaʊnt]	закрыть счет
consolidate *v*	[kənˈsɑlɪˌdeɪt]	объединять, консолидировать
credit score *n ph*	[ˈkrɛdɪt skɔr]	кредитная история
customise *v*	[ˈkʌstəmaɪz]	персонализировать
daily limit *n ph*	[ˈdeɪli ˈlɪmɪt]	дневной лимит
daily transactions *n ph*	[ˈdeɪli trænzˈækʃənz]	ежедневные операции
data processing *n ph*	[ˈdeɪtə ˈprɑsɛsɪŋ]	обработка данных
deposit *n*	[dɪˈpɑzɪt]	вклад
disable *v*	[dɪsˈeɪbl]	отключать, блокировать
enter the PIN *v ph*	[ˈɛntər ðə ˈpɪn ˌkəud]	ввести PIN-код
final balance *adj ph*	[ˈfaɪnl ˈbæləns]	конечный баланс
finalise *v*	[ˈfaɪnəˌlaɪz]	окончательно завершать
interest rate *n ph*	[ˈɪntrɪst reɪt]	процентная ставка
notification *n*	[ˌnoʊtɪfɪˈkeɪʃən]	уведомление
online banking *n ph*	[ˈɑnˌlaɪn ˈbæŋkɪŋ]	виртуальный банк
open an account *v ph*	[ˈoʊpən ən əˈkaʊnt]	открыть счет
out of order *set exp*	[aʊt ʌv ˈɔrdər]	неисправный
pay a fee *v ph*	[peɪ ə fi]	оплатить взнос
print a receipt *v ph*	[prɪnt ə rɪˈsi:t]	распечатать чек
process transactions *v ph*	[ˈprɑsɛs trænzˈækʃənz]	проводить операции
recent transactions *adj ph*	[ˈri:sənt trænzˈækʃənz]	последние (недавние) операции
redirect *v*	[ˌri:dɪˈrɛkt]	перенаправлять
remaining balance *adj ph*	[rɪˈmeɪnɪŋ ˈbæləns]	остаток средств
reputable *adj*	[ˈrɛpjʊtəbl]	надежный
return *n*	[rɪˈtɜrn]	доходность
run smoothly *v ph*	[rʌn ˈsmuðli]	работать безотказно
savings account *n ph*	[ˈseɪvɪŋz əˈkaʊnt]	сберегательный счет

(*continued*)

Table 2 (*continued*)

English term	Transcription	Translation
screen option *n ph*	[skrin ˈɑpʃən]	экранная опция
service package *n ph*	[ˈsɜrvɪs ˈpækɪdʒ]	пакет услуг
set up an account *v ph*	[sɛt ʌp ən əˈkaʊnt]	открыть счет
tap *v*	[tæp]	нажимать (на сенсорном экране)
terminate an account *v ph*	[ˈtɜrmɪˌneɪt ən əˈkaʊnt]	закрыть счет
touch screen *n ph*	[tʌʧ skrin]	сенсорный экран
transfer to an account *v ph*	[ˈtrænsfər tu ən əˈkaʊnt]	перечислять на счет
user input *n ph*	[ˈjuzər ˈɪnˌpʊt]	команда пользователя
withdraw funds *v ph*	[wɪðˈdrɔ ˈfʌndz]	выводить, снимать средства

Table 3 Instructor integration in Module 1 “Introduction to Economics in English”

Topic	Instructor’s introduction	Instructor’s finalising remark
Defining Economic Terms	Welcome to the course on economic English! This is your first scenario, where you will engage with your lecturer to discuss and understand key economic terms. Focus on using the right terminology and expressing certainty and uncertainty properly. Remember, precision in language is crucial in the field of economics. Good luck!	Excellent work! You’ve successfully studied key economic terms and ways to express certainty and uncertainty in your responses. Your proficiency in economic language will be a valuable asset in your academic and professional journey in economics. Keep up the great work!
Discussing Currency	Hello and welcome to our next simulation. In this scenario, you’ll be discussing currency. Your ability to use the correct terminology and conversational style in English will be crucial. Ready to begin?	Great job! You’ve learned how to discuss currency in a professional and informed manner. Remember, understanding the terminology and concepts in currency exchange is very important in economics. Keep up the good work!

(*continued*)

economic terminology and concepts in English, making decisions and solving problems in a virtual environment.

For example, in a scenario where students engage in a simulated negotiation with a virtual bot representing a trade partner, the objective is to reach a mutually beneficial

Table 3 (*continued*)

Topic	Instructor's introduction	Instructor's finalising remark
Buying and Selling	Welcome back! Today, you'll be practicing the use of question tags in a buying and selling scenario. Remember, understanding and correctly applying question tags is a big part of effective communication in English. Let's get started!	Excellent work today! You have practiced using question tags in the context of buying and selling. Remember, the correct use of question tags can greatly improve your communication clarity and fluency. Keep practicing, and soon you'll be using them with ease in all your professional and everyday interactions. See you in the next simulation
Jobs and Employment	This is your last simulation in the introductory module. This time, you'll explore conversations related to jobs and employment. Your task is to use appropriate formal inquiries and vocabulary in this context. Pay attention to the nuances of professional communication. Good luck!	Well done! You've practiced essential conversations about jobs and employment, focusing on using appropriate and professional language. Remember, the way you communicate in a professional setting is key to making a positive impression. Keep refining your skills, and you'll excel in any employment-related dialogue!

agreement on the terms of a trade deal. Throughout the interaction, the bot prompts the student with questions and counteroffers, requiring the student to articulate their position clearly, use appropriate economic terminology, and employ negotiation strategies effectively. The bot might ask about proposed terms for import tariffs on agricultural products, prompting the student to suggest a 10% reduction to encourage more trade in this sector. The bot would then provide feedback, asking the student to consider the impact on domestic producers and provide a rationale for the decision. Instructors monitor these interactions and provide real-time feedback, helping students refine their arguments and improve their language skills.

Active interaction in VR learning environments offers several benefits. When students participate actively in their educational journey, they tend to be more engaged compared to when they are merely passive consumers of information. Real-time interaction and feedback help students develop and refine their use of specialised vocabulary and grammar in context. Simulated real-world scenarios provide students with practical experience in using Economic English, preparing them for professional situations. The gamified elements and emotional engagement of bots make learning more enjoyable, motivating students to participate actively and persist through challenges. In summary, active interaction is a cornerstone of effective VR-based education in Economic English.

Principle 4: Content focus. Content focus is crucial in VR-based learning environments, particularly for specialised fields like Economic English. This principle emphasises the importance of concentrating on core concepts and minimising extraneous information to provide students with meaningful material that is easy to assimilate. In the development of the EconRoute course, scenarios were crafted to present information selectively, ensuring that each learning module was densely packed with relevant content without overwhelming the students.

The content of each scenario is designed to progress logically from simple to complex concepts. This gradual build-up helps students to develop a strong foundational understanding before moving on to more advanced topics. For example, initial modules might focus on basic economic terms and their usage in everyday contexts, while later modules introduce more complex scenarios such as international trade negotiations or financial market analysis. This structured approach ensures that students are not faced with cognitive overload, which can hinder their learning process.

Scenarios are also designed to be lexically rich, incorporating up-to-date terminology and phrases that are relevant to contemporary economic discussions. This ensures that students are learning language that is not only academically rigorous but also practically applicable in real-world economic contexts. The selection of vocabulary and phrases is aligned with the latest trends and practices in the economic field to provide students with a current and comprehensive understanding of the language used by professionals.

To enhance comprehension and retention, the content is often presented in multiple formats within the VR environment. Visual aids such as graphs, charts, and infographics are used alongside textual information and interactive dialogues. This multimodal presentation aligns with the Cognitive Theory of Multimedia Learning, which posits that people learn better when information is presented in both verbal and visual forms. Engaging multiple senses, VR helps to reinforce the learning material, making it easier for students to understand and remember complex economic concepts.

Moreover, the scenarios are designed to reflect real-life economic activities and decisions. This practical application of content helps to bridge the gap between theoretical knowledge and real-world practice. For instance, a scenario might involve students managing a virtual investment portfolio, where they must apply their knowledge of economic indicators and market trends to make informed decisions.

The content focus also includes regular updates and revisions to ensure that the material remains relevant and accurate. The field of economics is dynamic, with new theories, policies, and market conditions emerging regularly. To maintain the course's relevance, content is reviewed periodically and updated to reflect the latest developments. This commitment to current and accurate content ensures that students are always learning the most pertinent and applicable information.

Principle 5: Moderate control. Moderate control is a vital principle in the development and implementation of VR-based educational courses, striking a balance between guiding students and allowing them the freedom to explore and learn independently. In EconRoute, moderate control is exercised through carefully designed assessment and feedback mechanisms that support student learning without overwhelming or stifling their motivation.

The essence of moderate control lies in the strategic use of assessments. Rather than bombarding students with frequent, extensive tests, the course integrates a limited number of well-targeted questions at the end of each scenario. These assessments are concise, typically comprising no more than three questions, which are designed to evaluate the students' understanding and practical application of the key concepts presented in the scenario. By focusing on practical application and comprehension, rather than rote memorization, these assessments encourage students to internalise and apply their knowledge in meaningful ways.

This approach ensures that assessments are a tool for learning rather than a source of stress. By limiting the number of questions and focusing on practical applications, students can demonstrate their understanding without feeling overwhelmed (Akopova 2023b). This method helps maintain high levels of engagement and motivation, as students can see the direct relevance and application of their learning in real-world contexts.

The principle of moderate control also extends to the overall structure and pacing of the course. Each module is designed to be completed within a set timeframe, usually two weeks, which includes interactive sessions, assessments, and feedback collection. This structured pacing ensures that students have ample time to engage with the material, complete the scenarios, and reflect on their learning, without feeling rushed or pressured. The pacing is flexible enough to accommodate individual learning speeds, allowing students to progress at a pace that suits their personal learning styles and needs.

Moreover, moderate control involves providing students with the tools and resources they need to succeed independently. This includes access to supplementary materials, such as glossaries of economic terms, instructional videos, and additional reading materials. These resources provide additional support outside of the VR scenarios. By equipping students with these tools, the course empowers them to take control of their own learning journey, fostering a sense of autonomy and self-directed learning.

Thus, moderate control should be about creating a balanced learning environment that supports and guides students while allowing them the freedom to explore and learn independently (Malyuga and Rimmer 2021). Through carefully designed assessments, real-time and comprehensive feedback, structured pacing, access to supplementary resources, and adaptive learning elements, the course ensures that students are both challenged and supported in their learning journey.

5 Conclusion

The primary aim of the study was to design, implement, and evaluate a VR-based course, EconRoute, to enhance learning outcomes in Economic English. The study's findings revealed the substantial benefits of VR in educational settings, particularly for Economic English. Quantitative data demonstrated significant improvements in students' comprehension and usage of economic terminology and concepts. Qualitative feedback put a focus on increased engagement and motivation due to the immersive and interactive nature of the VR environment.

Key results include enhanced comprehension and practical application of Economic English through immersive simulations; increased student engagement and motivation

facilitated by interactive VR scenarios; and improved pedagogical outcomes through active learning environments that VR uniquely provides.

Based on the study's outcomes, several practical recommendations were formulated, focusing on five key principles essential for developing effective VR courses: Modular Structuring (allows for targeted learning and adaptability in course design), Immersive Learning (enhances depth of understanding and engagement through realistic simulations), Active Interaction (encourages communication and application of learned concepts through interactive dialogues and feedback), Content Focus (aids in the effective assimilation of information by focusing on core content and minimising cognitive overload), and Moderate Control (balances assessment techniques to enhance learning without diminishing engagement).

These principles enrich the learning experience and provide a structured framework for developing future VR courses in various educational contexts. Implementing these recommendations could lead to broader acceptance and optimisation of VR technologies in education, particularly in specialised language learning.

While this study provides foundational findings regarding the use of VR in Economic English education, several avenues for future research should be noted: longitudinal studies (to assess the long-term retention of knowledge and skills acquired through VR), cross-disciplinary applications (exploring the effectiveness of VR learning environments in other specialised fields such as Legal English or Medical English), technological advancements (investigating the impact of new VR technologies on learning outcomes and student engagement), scalability and accessibility (evaluating the feasibility of implementing VR in diverse educational settings, including under-resourced environments), and instructor experience (assessing the impact of instructors' proficiency with VR technologies on the effectiveness of VR courses).

The integration of VR into Economic English education presents a promising frontier that merges advanced technology with specialised language learning. This study bridges a significant gap in educational research and sets a precedent for future explorations into the potential of immersive technologies in streamlining specialised education. Scholars and practitioners should be encouraged to continuously refine VR applications and address the challenges identified, while educational institutions can significantly scale up both teaching efficacy and student outcomes in specialised language domains.

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The Truncated Question Translating: Nine Translators' Solutions

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Abstract. The article deals with approaches to the translation of the dialogic unity with a short interrogative sentence "*Thou still hast been the father of good news." "**Have I**, my lord?"* from W.Shakespeare's "Hamlet", carried out by Russian translators N.Polevoi, A.Kroneberg, M.Vronchenko, M.Zaguliaev (19 c.), B.Pasternak, M.Lozinskii, A.Radlova (20 c.), V.Ananyin, I.Peshkov (21 c.). To achieve equivalence of translation, the translators give the truncated question a different form, depending on their perception of the question as a phenomenon of English colloquial dialogue speech. If the question is treated as a clichéd combination, there are no repeated elements in the sentences of the dialogue unity: "*Ты был всегда отцом благих известий." "Да, государь мой?"* If it is perceived as a structure, having a lexico-grammatical relationship to the starter cue sentence, the pronoun or verb is repeated: "*Ты **был** всегда благих вестей творитель." "**Был**, вот как?"* If the truncated question reminds the translator a question tag, it is made like a tag: "*Ты был всегда отцом благих вестей." "Был, государь, **не так ли**?"* The ways to achieve the adequacy of translation depend on the translator's understanding of Shakespeare's intention. If the initiating line is understood as a small talk, stylistically neutral Russian discourse markers-exclamations *Не правда ли? Вы думаете так? Надеюсь! Так!* are used to convey the truncated question, indicating an etiquette exchange of traditional courtesies. If the starter cue is understood as ironic, combinations *Был, вот как? Кто, господин мой?* are used, indicating the addressee's tension, wariness.

Keywords: Translations of Shakespeare into Russian · Literary translation · Author's style · Truncated question

1 Introduction

The translation of a number of grammatical constructions of English into Russian, despite the known mismatch between the systems of these two languages, presents difficulties for students of different language proficiency levels and novice translators. Such constructions include short interrogative sentences (so-called truncated questions, or independent elliptical questions) of responsive utterances consisting of substitute words, such as, for example, 'Emily had a book.' 'Did she?'.

© The Author(s), under exclusive license to Springer Nature Switzerland AG 2025
E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_17

1.1 Truncated Questions

A truncated question, a common phenomenon in English dialogue speech of different periods, is perceived by scholars in different ways. Some see it as a kind of a sentence. When choosing a name for this kind of sentences, researchers reflect their certain properties. For example, J. C. Wells calls a truncated question an independent sentence of elliptical type and refers it to a type of yes/no question. He used the term independent elliptical question in which the relative autonomy and incompleteness of this kind of interrogative construction is emphasised (Wells 2007, pp. 52–53). The term short question J. D. O'Connor uses, noting the brevity of the design (O'Connor 2006, p. 123), R. W. Zandvoort calls truncated questions reactive questions, referring to the fact that such constructions do not exist outside the dialogical unity (Zandvoort 1966, p. 224).

D. Biber et al. consider a truncated question as an incomplete sentence. The term final (post-operator) ellipsis is used for such structures. In particular, for the example.

B2: You said by Monday last time.
A3: Did I < - > ? Well I lied.

it is indicated that the part < say by Monday last time > is omitted (Biber et al. 2007, c. 1106).

I. I. Pribytok and E. V. Yashina, disagreeing with the concept that truncated questions can be regarded as incomplete sentences, refer the short predicative structures of reactive replicas to the group of "sentence representants". One of the reasons for the inappropriateness of considering representants as incomplete sentences is the fact that they are perceived as incomplete syntactic units only when presented in writing. In oral dialogue speech, the commonality of situation and background knowledge make representants as complete units as conventional sentences (Pribytok 2013, p. 6). In addition, clause representants are contextually dependent on the preceding unit they represent. The contextual dependence is explained by the presence of deictic words—pronouns and nonnominal verbs. The representants of clauses are characterised by the impossibility of absolute use, they are synsemantic units, they are part of more complex syntactic constructions (Yashina 2017, p. 126).

J. C. Wells defines such structures as consisting just of an elliptical (= shortened) verb phrase. They resemble attached questions but involve a change of speaker: "I'm thinking of taking a break." "Are you?". The purpose of such questions is to keep the conversation going with minimal means. Depending on the intonation, they can have a wide range of emotional meanings, from expressing boredom to showing surprise (Wells 2007, pp. 52–53).

Speaking about the functioning of truncated questions, all researchers note the existence of their phatic purpose—D. Biber et al. note the use of such questions to keep the conversation going (Biber et al. 2007, p. 207), R. Hudson speaks of their ability to fulfil the function of exclamations (Hudson 1975). I. I. Pribytok, considering a truncated question from the pragmatic point of view, notes its use as a stimulant when activating the interlocutor or checking the reliability of contact, as a simple reseptive when signalling the receipt of information, as a reseptive-commensive when entering the process of communication (Pribytok 2013, pp. 6–9).

1.2 Translations of Shakespeare into Russian

The problems of translation, especially fiction translation, have always been and remain in the zone of increased attention, being at a very lively crossroads of cultures and languages, both in Russian and foreign linguocultures, an important link in the establishment of intercultural dialogue. (Kononenko 2020, p. 928; Motashkova 2016, p. 103).

Over the past two centuries, interest in translating the works of W. Shakespeare into Russian has not waned. This is due to many factors. Among these factors are changes in Russian translation culture, changes in the principles of translation related to the transfer of national and historical features of the original text (Damman and Hamburg 2022, p. 52). Let us add to this the translators' striving for the most accurate rendering of the author's perception of the described reality, i.e. to achieve equivalence of translation—correspondence of the final text to the source text, as well as accuracy of selection of effective translation techniques, i.e. to achieve adequacy of translation—correspondence of translation to the given communicative conditions (Damman 2022, p. 10; Romanova 2020, p. 111). The interest in Shakespeare's work is also linked to the continuing interest in Elizabethan drama, as the style of this drama is developed as a result of the interaction of medieval dramatic and folk art forms with the new ideas and their embodiment in practice that emerged during the Renaissance (Volodarskaya 2011, p. 51).

Active mastering of Shakespearean creativity by Russian literature falls on the end of the XVIII—the first half of the XIX century (Zakharov and Lukov 2009, p. 101). The history of the involution of the tragedy "Hamlet" in Russian culture has almost two centuries of active and comprehensive reference to the world significant English source, the first of the known translations is considered to be the work of A.P. Sumarokov (in 1748). Since then, more than thirty translations of Hamlet into Russian have been performed (Motashkova 2016, p. 104). However, it has been established that the variability of translation (as a phenomenon primarily lexical (Makarov 2018, p. 100), which can be subjected to machine analysis) does not increase over time (Makarov and Gaidin 2019, p. 187).

Each new generation of translators tries to convey Shakespeare's lines in Russian in accordance with the spirit of their era, so the corpus of Shakespearean translations in Russian is a unique material for analysis, as it reflects different layers of Russian and world culture, the dialogue of cultures and eras, past and present (Gaydin 2017a, c. 170–171). Researchers point out that the difference in the structure of the English and Russian languages becomes a fundamental difficulty in translation accuracy (Zhatkin and Serdechnaia 2022, p. 352). Some translators strive to render Shakespeare's words even more accurately than their predecessors in the nineteenth and twentieth centuries, while respecting the principle of equilinearity; others offer rather "free" translations (Gaydin 2017b, p. 57).

The problem of translating national literary masterpieces into foreign languages is a classic but topical one. Preserving the constant of national patrimony, a literary masterpiece continues to live on as an actual literary work. In this connection, the question arises about the need for new translations (Remchukova and Nedopekina, 2020, pp. 946–947). The main lines of Shakespeare's dramaturgy, its content, its social, philosophical, ethical and other concepts were already conveyed to the Russian reader and spectator with sufficient fidelity and completeness in the nineteenth century. During this time, the

interpretation of individual lines, individual places changed. But the main thing is that the poetics changed all the time, the style of translation changed. Stylistically, translations change with the passage of time, any line is clearer in the expression of thought, although not always poetic, human speech sounds more natural, even if only because it is more modern (Levik 1966, pp. 94–95).

2 Problem Statement

The absence of truncated questions consisting of substitute words in Russian makes it very difficult to find equivalents for such questions when translating English texts. In this regard, it is interesting to study how truncated questions are perceived by translators and how they are conveyed to the reader. Translations of Shakespeare's "Hamlet" are chosen as the source of linguistic material. This choice is explained by the availability of the texts of translations by several authors, which can be analysed in a comparative way.

3 Research Questions

What is Shakespeare's intention in introducing the truncated question into the dialogue?

What effect does such a question have on the participant in the dialogue?

What effect can it have on the audience?

How does the translator understand Shakespeare's intention?

What means does the translator use to convey that intent to a reader?

4 Purpose of the Study

The aim of the study is to identify ways to achieve equivalence and adequacy of translation of the so-called truncated question, taking into account that in Russian independent elliptical questions built from substitute words are not used. To achieve this goal, let us analyse one passage from "Hamlet" containing a dialogue unity with a truncated question, taking into account lexico-grammatical and stylistic means used by Shakespeare. Let us consider the approaches of translators working in different years to the interpretation of this passage. We will describe the variation in the translation and try to identify the sources of this variation.

5 Research Methods

The source of linguistic material is a fragment of the text of W. Shakespeare's play "Hamlet", containing a dialogue unity with a truncated question in the rejoinder-reaction, as well as its translations, made by M. Vronchenko (1828), N. Polevoy (1836), A. Kronneberg (1844), M. Zaguliaev (1877), M. Lozinsky (1933), A. Radlova (1937), B.

Pasternak (1941), I. Peshkov (2009), and V. Ananyin (2010). Methods of theoretical and linguistic analysis of concepts on the subject under study, continuous sampling of the material under study, linguistic study of linguistic facts, comparative analysis have been used.

6 Findings

In the course of our research the following results were obtained.

6.1 The Truncated Question from the W. Shakespeare's Text

In conducting this study, we have analysed the translation options of a dialogic unity with a truncated question "*Thou still hast been the father of good news." "Have I, my lord?"*, considering them in context, from the following passage:

> Polonius: The ambassadors from Norway, my good lord,
> Are joyfully returned.
> King: **Thou still hast been the father of good news**.
> Polonius: **Have I, my lord**? Assure you, my good liege,
> I hold my duty, as I hold my soul,
> Both to my God and to my gracious King.
> And I do think – or else this brain of mine
> Hunts not the trail of policy so sure
> As it hath used to do – that I have found
> The very cause of Hamlet's lunacy.

The dialogue construction "Thou still have been the father of good news." "Have I, my lord?" includes a narrative sentence of the starter cue and a truncated question of the rejoinder cue. The truncated question is constructed with the orientation on the lexico-grammatical characteristics of the sentence of the starter replica—the subject pronoun thou is represented by the pronoun I, the conjunction hast been is represented by the verb have, i.e. the main members of the starter replica sentence are represented by the corresponding deictic elements in the short question.

Let us imagine the sentences of the selected dialogue unity as two statements. Let us consider how the translators understand these statements from the point of view of the participants of the dialogue (King and Polonius), as well as from the point of view of the viewer or reader who perceives this dialogue.

It is believed that elliptical constructions are very characteristic of "live" spontaneous speech; they allow the speaker to shorten the length of an utterance and avoid unnecessary repetitions. As a consequence, elliptical utterances contribute to keeping the conversation alive, as the interlocutors implicitly (perhaps unconsciously) show their interest in each other's participation in the communicative event (Quaglio and Biber 2006, p. 706).

Why does Shakespeare introduce the elliptical construction Have I in the characters' dialogue? Analysing this, let us note that the truncated question is the first, but not the only phatic element in Polonius' rejoinder. The line Have I, my lord? Assure you, my good liege is a block of phatic structures, among which we observe two appeals my

lord, my good liege, short question Have I and the parenthesis with a reduced subject Assure you. It can be assumed that all four elements are used to make the spectator of the play concentrate as much as possible on the informative part of the dialogue that follows them. The short question, used among the listed phatic elements, has a special function—to connect the lines of the dialogue, making it as logical and understandable as possible to any spectator. After all, it is the sequence Have I, my lord that shows both the fact that Polonius perceived the King's statement and how he perceived it. If we imagine that the King and Polonius are not fictional characters but real people, then the King, listening to the verbose and florid assurances of deference and respect, is prepared to accept Polonius's important inferences (which is that Polonius knows the cause of Hamlet's illness). Thus, Polonius' intention is to hold the King's attention while simultaneously placating him with flattering speeches, and to prepare the King for a certain turn of events.

Let us pay attention to some words that are part of the phatic block. First of all it is the word liege, which in the etymological dictionary has several interpretations, including liege-lord and liege-man. The first liege-lord has been used since 1300s with the meaning "entitled to feudal allegiance and service", is originated from Old French lige (late 13c.). The second word liege-man that is fixed in late 14c. means vassal, "bound to render feudal allegiance and service". So the word liege reflects a reciprocal relationship, protection in exchange for service, and its understanding depends on the party in that relationship—either sworn to serve and support the liege, or defending in return for service and support. The word lord is recorded in the middle of 13 c., originated from Old English hlaford and has meanings "master of a household, ruler, feudal lord, superior; husband" and also "God" transmitted in Russian as "хозяин дома, правитель, феодал, Бог". Let us also note the word assure, that is recorded in the late 14c. and has meanings "reassure, give confidence to; make secure or safe, protect; bind by a pledge, give a promise or pledge", originated from Old French asseurer "to reassure, calm, protect, to render sure" [Etymology Dict.].

Taking into account all of the above, we can understand the purpose of each element of the phatic block we are considering. The truncated question Have I, used to avoid repeating the sentence of the opening line (e.g., with an increase in tone, in the form of a declarative question I still have been the father of good news?), and at the same time giving "colloquiality" to the whole utterance, connects the current utterance with the preceding one and indicates that the starting utterance is perceived by the speaker. The combination Assure you indicates to the listener that some sort of assurance or promise is about to follow. Saturating the line with appeals my good liege and my lord hints at excessive deference, the deliberate pathos of the speech.

Given the phatic purpose of the block, a possible interpretation would be, for example, to omit it and replace it with a deep respectful bow. However, none of the authors of the translations used such a possibility. The reason for this is most likely the possibility of showing certain traits of his character through these words of Polonius—he is an experienced courtier and knows that after flattering and pious speeches the information he wants to convey to the King will be listened to with attention and possibly taken into consideration. The passage in question, in fact, begins and ends with informative blocks—in the upper one Polonius announces the return of the embassy from Norway,

in the lower one he tells the King his guesses about the cause of Hamlet's condition. The passage placed between them—the King's rejoinder and Polonius' reply—seems to be a small talk. This part of the text for the character of the King is created in the genre of compliment, indicating a kind attitude to the interlocutor. For the character Polonius, this part of the text is written in the genre of self-presentation, a monologue about himself, praise, a word of praise to himself. However, do all translators imagine this passage in the same way?

6.2 The Work of Russian Translators

The works of twentieth century translators

B. Pasternak reflects the text segment of interest to us as follows:

Король: Ты Был Всегда Отцом Благих Вестей.
Полоний: ***Был, Государь, Не Так Ли****? И Останусь.*
Я Долг Привык Блюсти Пред Королем,
Как соблюдаю душу перед Богом. (B. Pasternak)

The initial construction of the utterance *Был, государь, не так ли?* resembles the construction of a tag-question, which is known to be translated by "contact-setting particles (*не правда ли? не так ли? правда ведь? да?* and others)" (Khalitova 2012). *The short question is presented to the reader as a construction of three components. The element был (reflecting the perfect in the original reference sentence 'was and remains') is supplemented by an elliptical sentence И останусь, at the end of the line (besides, the promise И останусь reflects Assure you).* The respectful *государь* conforms to the elements of the original *liege, lord*. The combination *не так ли*—is a tribute to the outward similarity of the truncated question to the attached one.

A. Radlova conveys a truncated question with a short question sentence *не правда ли*, which also refers us to a variant interpretation of the attached question. In the first line of Polonius's rejoinder we see here a respectful address as well *милорд*, the equivalent for *my lord*, and the imperative *Поверьте мне* as an equivalent for *Assure you:*

Король: Ты Был Всегда Отцом Благих Вестей.
Полоний: ***Не Правда Ли, Милорд****? Поверьте Мне,*
Долг И Душа Моя Принадлежат
Лишь Богу моему и королю. (A. Radlova)

M. Lozinsky reflects the truncated question with a word-sentence Да?, adding the address государь мой. The parenthesis Смею вас уверить the translator uses as an equivalent for *Assure you.*

Король: Ты Был Всегда Отцом Благих Известий.
Полоний: ***Да, Государь Мой****? Смею Вас Уверить,*
Свой Долг И Душу Я Блюду Пред Богом
И пред моим высоким королем; (M. Lozinsky)

It can be seen that the translators render the King's retort *Thou still hast been the father of good news* in about the same way—A. Radlova and B. Pasternak as *Ты был*

всегда отцом благих вестей, M. Lozinsky changes the word *вестей* into *известий.* That is, the variability in the translation of the opening line is not high. A truncated question is conveyed by a short question structure *Да? Не правда ли? Был, не так ли?*, accompanied with the address *милорд, государь мой, государь*. The truncated question is clearly associated by the translators with the tag of the attached question (tag-question). The part of the rejoinder following the truncated question is interpreted as if Polonius perceived the King's rejoinder as phatic, generally stylistically neutral, demonstrating not so much the monarch's benevolent attitude as his good-natured mood. He therefore follows etiquette by verbosely assuring the high-ranking interlocutor of his deferential attitude. All translators include in one way or another Polonius's retort that his duty and his soul belong to the king, and retain the mention of God to show that the speaker wants to convince the listener that he honours the king and god in roughly the same way. The character-Polonius is shown to the viewer/reader as a skilled flatterer. The viewer is likely to perceive this part of the dialogue between Polonius and King as an exchange of etiquette between two high-ranking persons, one in a commanding position and the other his subordinate.

6.2.1 The Works of Nineteenth Century Translators

A. Kroneberg renders the truncated question as an interrogative sentence, following very closely the construction from the original: *Ты былъ* of the starter cue sentence is represented in the truncated question by deictic elements *Я былъ*, but with the adding of the object *имъ*, which is more organic to the Russian language. The attached *да?* refers to the split question. We can assume that the translator perceives a tag-question and a truncated question as related structures. As an equivalent for *Assure you the combination смѣю васъ увѣрить* is used, in preposition to which the interjection *О* is placed. The address *государь* is not included as part of the truncated question but is on the line below it:

Король: Ты Былъ Всегда Отцомъ Вѣстей Счастливыхъ.
Полоній: ***Я Былъ Имъ, Да****? О, Смѣю Васъ Увѣрить,*
Что Долгъ Мой, Государь, Люблю Я Такъ Же,
Какъ жизнь мою, а короля какъ Бога. (A. Kroneberg)

N. Polevoy includes the address *король* in a short question, which brings his text closer to the original one. In the postposition from the truncated question is placed a block of *Повѣрьте* and *Всемилостивѣйшій властитель мой*, which corresponds to the sequence in the original *Assure you, my good liege*. Polonius's speech is particularly pathosised by the repetition of the word *Вам* in the line *Вамъ, послѣ Бога, вамъ все посвящаю*:

Король: Ты Былъ Всегда Отцомъ Вѣстей Пріятныхъ.
Полоній: ***Вы Думаете Такъ, Король****? Повѣрьте,*
Всемилостивѣйшій Властитель Мой, Что Я
Вамъ, Послѣ Бога, Вамъ Все Посвящаю,
И душу и мои способности […] (N. Polevoy)

M. Vronchenko reflects the truncated question with an agreement utterance *Так!* The address *государь* is added to it. In the next phatic unit *О,вѣрьте, государь* the address is repeated in the same form, *вѣрьте* acts as an equivalent for *Assure you. Similar to what is observed in A. Kroneberg, the translator includes in the block an interjection absent in Shakespeare:*

Король: Ты Былъ Всегда Отцомъ Извѣстій Добрыхъ.
Полоній: ***Такъ, Государь****! О,вѣрьте, Государь,*
Я Сохраню Долгъ Мой И, Какъ И Совѣсть,
Какъ передъ Богомъ, такъ и передъ Монархомъ […] (M.Vronchenko)

M. Zaguliaev reflects the truncated question with an agreement utterance *Надѣюсь!* To it, similarly to M. Vronchenko's variant, the address *государь*, which is the only one in the line, is added. An equivalent for the phatic block *Assure you, my good liege* is not provided, and the character reports without introductory phrases that he regards loyalty to the king and duty to God as equal:

Король: Всегда Вѣстей Пріятныхъ Ты Являешься Отцомъ.
Полоній: ***Надѣюсь, Государь****! В душѣ Моей Я Ставлю*
Преданность Королю Съ Обязанностью Къ Богу
Не иначе какъ наравнѣ. (M. Zaguliaev)

It can be seen that the variability of translation of the opening line is not high. A. Kroneberg, N. Polevoy and M. Vronchenko construct the sentence in approximately the same way—*Ты былъ всегда отцомъ вѣстей счастливыхъ / пріятныхъ / извѣстій добрыхъ*. M. Zaguliaev uses a different form—*Всегда вѣстей пріятныхъ ты являешься отцомъ*. The truncated question is conveyed by a short question *Я былъ имъ, да? Вы думаете такъ, король?*, or by an exclamation *Такъ, государь! Надѣюсь, государь!* By rendering the truncated question in this way, the translators may want to show that Polonius does not simply take the King's words as etiquette appropriate to the moment, but treats them as praise. He takes the praise for granted, and at the same time he assures the King of his loyalty, mentioning how diligent he is in fulfilling his duties. Encouraged by the praise, he leads his interlocutor to the point where he is about to say the most important thing—his conjecture about the cause of the Prince's illness.

6.2.2 The Works of 21th Century Translators

I. Peshkov also shows that Polonius does not take the monarch's words as small talk according to etiquette, but rather as a mockery, since the truncated question is interpreted as an interrogation *Кто?*, as if the speaker did not realise who he were talking about. It is accompanied by an address *господин мой*, the only one in the cue. The unit *Assure you, my good liege* is not created, but the word *liege* does not go unnoticed by the translator, he perceives this word as *vassal* (Russian *вассал*). Polonius mentions that he is only a vassal, that is, he occupies a subordinate position, earning his living by service, and service is for him the way to save his soul:

Король: Ты Все Еще Творец Вестей Хороших.
Полоний: ***Кто, Господин Мой****? Я – Вассал Хороший,*

Спасаюсь Службой И Спасаю Душу,
И Богу я, и королю служу. (I. Peshkov)

In V. Ananyin's version, Polonius repeats the word *был* in a sentence of the King's line by attaching the tag *вот как?* to it. We can assume that the translator also sees the similarity of a truncated question to a tag-question:

Король: Ты Был Всегда Благих Вестей Творитель.
Полоний: ***Был, Вот Как****? Милосердный Властелин!*
И Долг, И Душу – Верьте Старику! –
Я отдаю лишь королю и Богу. (V. Ananyin)

It can be seen that the variation in the translation of the starter cue is quite high *–Ты все еще творец вестей хороших, Ты был всегда благих вестей творитель.* The truncated question, similar to that observed in the original text, is constructed in the form of an interrogative construction *Кто, господин мой? Был, вот как?* This rejoinder seems to be constructed with the implication that Polonius perceives the King's words as ironic. The part of the rejoinder following the truncated question is constructed in such a way that Polonius seems to be justifying himself, as evidenced, for example, by such components as *Я – вассал хороший*, *спасаюсь службой*, very emitional *Милосердный властелин! … верьте старику!*

7 Conclusion

Creating a Russian equivalent for the dialogue unity "*Thou still hast been the father of good news." "Have I, my lord?"*, all translators retain the truncated question. In an effort to achieve equivalence and most accurately convey the dialogue described by Shakespeare, the authors of Russian texts give the truncated question a different form. This form depends on how the translator perceives the entire rejoinder of the character, in which the truncated question is only the initial part. The translator's understanding of the truncated question also affects the translation. If it is treated as a structure representing an independent clichéd established combination, then there are no repetitive elements in the sentences of the dialogic unity, as, for example, in M. Lozinski's variant "*Ты был всегда отцом благих известий." "Да, государь мой?"* If it is perceived as a structure having a lexico-grammatical connection with the sentence of the starter cue, certain elements are repeated, such as the verb, as in V. Ananyin's variant "*Ты* ***был*** *всегда благих вестей творитель." "****Был****, вот как?"*, as well as a pronoun and a verb, as in A. Kroneberg's version: "***Ты былъ*** *всегда отцомъ вѣстей счастливыхъ." "****Я былъ*** *имъ, да?"* If the truncated question reminds the translator a tag of a tag-question, it is made to resemble a tag, as, for example, in B. Pasternak's variant "*Ты был всегда отцом благих вестей." "Был, государь,* ***не так ли****?"*.

The study of Russian texts has shown that their variation is related to the time of translation creation, as translators become familiar with each other's works, and to the translator's personal attitude to the truncated question as a phenomenon of English colloquial dialogue speech. The ways in which translation adequacy can be achieved depend on the translator's understanding of Shakespeare's intention in creating the actors' lines.

If the King's rejoinder is understood and interpreted as a small talk with a slight tinge of praise or good-naturedness, the translation uses stylistically neutral Russian discourse markers-exclamations of a questioning nature *Не так ли? Не правда ли? Да? Вы думаете так?*, as well as narrative *Надеюсь! Так!*, indicating an etiquette exchange of traditional courtesies between the addressee and the addressee of different ranks. If the King's rejoinder is understood as ironic, the following combinations are used to convey a truncated question *Был, вот как? Кто, господин мой?*, indicating tension, wariness, embarrassment of the addressee.

The retention of the character-Polonius line in almost its entirety by all the translators under consideration suggests that they all have a roughly similar appreciation of the significance of his words for the audience of the play—the audience realises that the speaker of this line is an experienced courtier who knows how to create the atmosphere necessary for the assumptions (and these will be very important assumptions concerning the future of Polonius himself and his daughter) he makes next to carry weight in the eyes of the character-King. At the same time, by listening to the florid expressions of deference, the viewer is prepared to absorb the important information that follows.

In conclusion, we note that, regardless of the time of the Russian text's creation, in each of the passages studied, translators strive not just to achieve equivalence of translation, but to take a new look at the text of the play in their own way, to create "their" Shakespeare. This can be seen particularly well in the works of the twenty-first century. Differences in the translators' understanding of the communicative situation created by the playwright in the dialogue in question do not allow us to unambiguously answer the question of achieving translation adequacy. And they question the possibility of its achievement when selecting an equivalent for a truncated question. Most likely, when analysing the translation of a dialogue unity with a truncated question, it is more correct to draw conclusions about its variation in the works of different translators.

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Cognitive Dissonance Coping Techniques in Teaching Specialized Translation

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Abstract. The professionalism and competitiveness of contemporary graduates are significantly influenced by their foreign language training. As the demand for translation skills specific to the economic sector continues to rise within the professional translation perspective, one of the most sought-after programs at non-linguistic universities is the extended education program titled "Translator in the Field of Professional Communication." These specialists hold a competitive edge over their peers from linguistic universities, not only due to their subject matter expertise but also because of their linguistic knowledge and translation techniques, which ensure a higher quality of specialized text translations. However, both novice and experienced translators encounter challenges of linguistic and extralinguistic nature while working on translations. The translator's activity is viewed as a cognitive process, during which discrepancies between the translator's existing knowledge and the information presented in the text become apparent. These discrepancies are often termed cognitive dissonance. A significant challenge in vocational training is identifying strategies to prevent or alleviate cognitive dissonance, particularly when translators deal with linguistic or extralinguistic elements that are unfamiliar to their culture. This paper highlights the importance of anticipating cognitive dissonance and explores methods to address it during specialized translation teaching.

Keywords: Cognitive Dissonance · Professionally-Oriented Teaching · Non-Linguistic University · Intercultural Competence · Specialized Translation

1 Introduction

In modern conditions of flexibility and variability the problem of improving the effectiveness of educational process remains relevant. The main tool for raising linguistic and socio-cultural competences at non-linguistic universities is the text. The grammatical-translation method of teaching a foreign language has long been a thing of the past, at the present stage, text serves as the basis for various tasks, aimed not only at teaching vocabulary and grammar patterns, but also at developing speaking and writing skills. The text also acts as the main tool for the formation of translation competence, especially for students who have chosen the program "Translator in the field of professional

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E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_18

communication". Needless to say, such texts, which in scientific literature are called specialized texts (R.K.Minyar-Beloruchev, A.V.Fedorov), or professionally oriented texts (V.V.Alimov, O.V.Kulikova), must answer certain requirements.

Professionally oriented texts act as means of verbalization and transfer of special knowledge, which determines the peculiarity of their content and presentation of the material. Specialized texts perform communicative and informative function, they are objective, abstract and terminologically loaded. As N.V. Bornovalova notes, a professionally-oriented text is a "written message that belongs to a certain field of knowledge, is a component of a special discourse, and contains a certain terminological nomenclature and professionally significant information" (Bornovalova 2023). Professional texts that are used in foreign language classes are methodologically adapted to the foreign language level of students, but invariably must have a high informative value and reveal the specifics of the professional field that students have chosen. Translator's competence is regarded as one of key competences of a future specialist and treated as the possession of basic translation skills and ability to conduct an appropriate translation by taking into account the original information. It demands not only understanding of the content of the text but the aptitude to render the style, genre, author's type of writing. Professional translators must develop the skills of consecutive interpretation as well as translation, precis-writing and abstraction. Decoding of the meaning and message of such texts presupposes not only the recognition of the verbal component, in order to fully extract the information contained in the text, recognition must also take place at a deeper cognitive level, when the results of inference are correlated with individual background knowledge.

Translators have to deal with a double load. While perceiving and transferring the message from one language system to another, they encounter the difficulty of not only the correct decoding of the initial message, but of transmitting it undisturbedly by means of other language units. It is not an easy task for a professionally trained specialist. It goes without saying, it is all the more complicated for students who are just beginning to learn the basics of this line of activity. When students are tasked with translating a text while utilizing two different language systems, they can produce markedly different translation outcomes despite operating under similar conditions regarding both structure and content, as well as verbal presentation. The main concern here is the precision of the translations. Errors made by students, particularly in the early stages of their studies, can stem from either insufficient proficiency in the source or target language or extralinguistic factors, such as a lack of background knowledge.

Translation discrepancies occur for both professional translators and novices, often due to what is known as cognitive dissonance. This refers to the unsettling state of confusion and discomfort experienced by a translator when faced with unfamiliar information or when striving to find the appropriate means to convey a message in another language.

Cognitive dissonance has been the subject of study by representatives of various sciences. But the phenomenon is so complicated that it is interpreted differently by the scholars of even the same scientific field. It can be exemplifies by linguistic research, for instance, in which E.E. Golubkova considers cognitive dissonance as "a state of discomfort that arises in the reader's mind during reading a text" (Golubkova 2019), S.V. Serebryakova as "an interpretive framework of interpersonal relations between

characters" (Serebryakova 2018), while G.D. Voskoboynik, characterizing a translator's commentary, describes cognitive dissonance as "the existence of contradictory relations between individual elements in a system of knowledge" (Voskoboynik 2002).

2 Problem Statement

It seems logical to start the cognitive dissonance study with the analysis of professionally oriented texts, the way they are generated and understood. The cognitive and communicative (discourse) paradigm that has proved to be advanced and well-grounded was introduced by E.S.Kubryakova and her followers. As cognitive and communicative functions are considered to be the main ones, they are also regarded in their interrelation with each other. Such an approach explains why the mistakes in translation are done on the level of comprehension of the text in one language and its production in another language when both linguistic and conceptual knowledge must be mobilized in order to do a proper job. The translation of specialized texts places high demands on students who are supposed to possess both special and linguistic knowledge, as well as scientific cognition. As T.V. Drozdova points out the main feature of specialized texts is their connection with certain subject areas, that is why they contain certain theories, facts and instructions which means it is not enough for a translator to be well-educated, it is important to possess knowledge in a certain branch. Linguistic units and patterns are not only linked with cognitive information, but they also verbalize it.

As for comprehension and decoding of such texts, it is connected not only with the recognition of language means and superficial understanding of the text, it requires a deeper perception of the meaning, correlation of explicit and implicit information with the regard of pragmatic aspects concerning the author, his message presented in the verbal form of the text and its perception by the reader.

As soon as the discrepancy occurs in the process of perception and decoding or transmitting the information contained in the specialized text, we encounter the phenomenon of cognitive dissonance. The term "cognitive dissonance" was introduced by L.Festinger, who described it as the discrepancy between cognitions, which evokes dissonance, discomfort and makes people search for a way to neutralize dissonance and reach consonance, and further avoid such discomforting situations. According to L. Festinger, the emergence of cognitive dissonance can be attributed to human nature itself. An individual's worldview does not always align with reality, leading to a certain pressure from reality to adjust their cognitive framework accordingly. The human psyche is driven by a desire for consistency among cognitive elements. When this consistency is lacking, the resulting contradiction within the knowledge system can create psychological discomfort, prompting individuals to seek a reduction in cognitive dissonance. The greater the level of dissonance, the stronger the urge to alleviate it. To resolve the dissonance, it is necessary to modify one of the elements involved in the dissonant relationship.

The phenomenon of cognitive dissonance was previously regarded from the psychological point of view (L.Festinger, R.Solso), but as it is now agreed that language reveals individuals' state and way of thinking, cognitive dissonance has become an issue of concern for such sciences as psycholinguistics, cognitive linguistics, semiotics as they are connected with an adequate choice of linguistic means for transmitting the message and

carrying out certain communicative and pragmatic tasks. Cognitive dissonance manifests at different levels within the structure of the linguistic personality due to several factors, including breaches of language code correspondences, discrepancies in the background knowledge of communicators, and violations of the principles and postulates governing speech interaction. Additionally, it can be triggered by various extralinguistic factors.

Although the term "cognitive dissonance" originated in psychology, it has been swiftly adopted by other fields, as the psychological state of uncertainty and discomfort is seen as a fundamental experience for individuals in unfamiliar situations. The difficulty of coping with this condition while translating texts lies in involvement in the process of communication, urgent task to perceive, digest, comprehend the information and find the adequate means of its presentation in another language.

3 Research Questions

The phenomenon of cognitive dissonance with its reference to the process of translation was thoroughly described by the Russian scientist G.D.Voskoboynik. He asserts that translation as a form of activity itself puts the translator in the state of cognitive dissonance. It is advisable to make students aware of it because during the course of the "Theory and practice of translation" they are taught that a good translation is an appropriate or equivalent translation, which means that the translated text must answer certain requirements and expectations, and to be as close in rendering the sense of the initial text as possible. At the same time, it is well known that the difference in language systems makes it impossible to preserve the initial information or use the same means of its presentation to its full. Thus, the translator's aspiration to create an equivalent version of the initial text turns out to be unfulfilled. It goes in tune with the cognitive dissonance situation described by L. Festinger: "X and Y are in relation of dissonance with each other, if non-X results from Y" (Festinger 2000).

These are objective reasons of cognitive dissonance in translator's activity. But there are subjective factors as well, which may cause cognitive dissonance: a translator is not knowledgeable or competent enough to translate texts of this field; he can't find appropriate tools and techniques to render information in a target language; the relationships with interlocutors and the situation itself can cause cognitive dissonance.

Thus, the objective of the study is to find answers to the following questions:

1. Which factors tell on students' performance in the process of translating specialized texts and cause cognitive dissonance?
2. What measures can be taken to prevent cognitive dissonance or to cope with it?

4 Purpose of the Study

The problem of teaching foreign language at non-linguistic universities is in the focus and constant attention of educators because the demands and requirements for graduates in different fields of professional activity are constantly rising.

Quite a number of non-linguistic Russian universities introduce professional retraining programs "Translator in the field of professional communication" for students and specialists who want to advance in foreign language proficiency to obtain additional

qualification. The students of such programs specialize in the field of professionally oriented translation and study language as a means of professional communication.

It is common practice registered by many teachers that at different stages of translation (while getting familiar with the content of the text, seizing its point or expressing it in a foreign language), students experience complex cognitive dissonance caused by different factors both of linguistic and extralinguistic nature.

The discrepancy between students' cognitive attitudes and knowledge which quite often do not correlate with the demands for translating texts, lead to the state of cognitive dissonance characterized by negative emotional colouring and the development of educational anxiety in students. The degree of anxiety is an individual factor and depends on students' cognitive ability, background knowledge and language proficiency.

While working with professionally oriented texts, students find difficulties in processing information and producing texts. They find it difficult to determine the main idea of the primary text, to perceive the author's pragmatic intention. In the presentation of the secondary text, students often make mistakes related to the violation of the stylistic norms of scientific prose and distortion of the message sense.

Cognitive dissonance is realized at the verbal, cognitive and pragmatic levels. Students' lack of knowledge of the relevant language codes prevents them from understanding the meaning of the text, which leads to its incorrect interpretation, distorted presentation or complete absence of significant information in the translated text. Dissonance at the cognitive level arises as a result of the inconsistency of the conceptual systems of the student-translator and the author of the text under translation. Since it is almost impossible to achieve the immediate presence of both participants in this kind of communication, the student has to be guided only by his knowledge of the world and the subject of communication. The disagreements that arise at this level and the resulting cognitive dissonance are largely explained by extralinguistic factors: age differences, social status, belonging to different cultures, individual psychological, gender, and so on characteristics. At the pragmatic level, a distorted perception or misunderstanding of the text can lead to a student's refusal to translate it. The factors listed above often act in a complex: the lack of understanding of the source text at the verbal and semantic level leads to its misunderstanding at the deep cognitive level and, as a result, incorrect interpretation in the target language.

Elimination of cognitive dissonance presupposes a combination of activities including preventive ones, covering the organization of educational process with regard to the students' level of cognition, learning abilities and background knowledge, providing adequate psychological support and developing language skills.

G.D. Voskoboynik asserts that cognitive dissonance should be regarded as an integral part of any translator's activity who is in constant search of appropriate means of representing the message in another language and engaging their learning experience, developing conceptual system, enriching their knowledge about the world. It is a reasonable and proper attitude of a competent translator, but it can cause anxiety and disappointment in budding translators, who students can be referred to, and teachers encounter the task to find the ways to reduce cognitive dissonance effect and help students to cope with it.

Thus, the purpose of the study is to define the essence and reasons of cognitive dissonance the students can experience while taking the course "Translator in the field of professional communication" and ways to reduce it or cope with it.

5 Research Methods

The methodological framework of the study is formed by general scientific and special methods of investigation into cognitive dissonance phenomenon such as systematic and structural analysis, formal logical and comparative methods. The research was conducted on the basis of main advancements of modern research in the field of linguistics and related disciplines: psychology (L. Festinger, R. Solso), philosophy (O.P. Bibik), psycholinguistics (V.V. Krasnykh, Yu.A. Sorokin), cognitive linguistics (T. Van Dijk, E.S. Kubryakova, V.Z. Demyankov), language research for special purposes (O.V. Kulikova, O.G. Polyakov), cognitive aspects of translation theory study (G.D.Voskoboinik, E.A.Teleshova).

In the course of the work the method of observation, comparison and analysis of ways to overcome cognitive dissonance are used, as well as the functional method associated with the analysis of the cognitive dissonance phenomenon in students' goal-setting and explanation of their ways to neutralize it.

6 Findings

In order to answer the questions that were posed in the section Research Questions, it is of primary importance, first, to define what cognitive dissonance is and to describe its manifestations. Merriam-Webster dictionary defines dissonance as "inconsistency between the beliefs a person holds or between their actions and beliefs" and the same dictionary specially stipulates the definition of cognitive dissonance which is characterized as "a psychological conflict resulting from incongruous beliefs and attitudes held simultaneously". Thus, it becomes obvious that we should search for the origin of this term in the field of psychology. Quite a number of scientific works have been written on the peculiarity of cognitive phenomenon, and the scope of topics proves that cognitive phenomenon has a widely spread occurrence and is not limited by the bounds of psychological science. Cognitive dissonance has been investigated from the point of view of economics (e.g. George A. Akerlof and William T. Dickens and their article The Economic Consequences of Cognitive Dissonance published in the American Economic Review in 1982), marketing (e.g. E. Eser Telcia, Ceyda Madenb, Deniz Kantur and the article The theory of cognitive dissonance: A marketing and management perspective published in 2011 in Procedia—Social and Behavioral Sciences), computer science (Sampo Kivirinta's thesis Reducing Persisting Cognitive Dissonance and Drop-out Rates in Computer Science), music (Leonid Perlovsky, Arnaud Jean Cabanac, Marie-Claude Bonniot-Cabanac, Michel Cabanac de Lafregeyre and the article Mozart Effect, Cognitive Dissonance, and the Pleasure of Music published in 2013 in Behavioural Brain Research), literary studies (V.S. Serebryakova), linguistics (V.Z. Demyankov), etc. Some studies go as far as to assert that ideas about cognitive dissonance can be traced as back as to Plato, Aristotle, F. Bacon, I. Kant, J. Fichte, G. Hegel, L. Wittgenstein, J. Derrida,

T. Kuhn, etc. The current work does not concentrate on historical investigation, but judging by the scope of research and the publishing years, it is obvious that this topic has aroused interest in the mind of different scholars and practitioners which speaks about the ubiquity of this phenomenon.

Cognitive dissonance with regard to translation was researched by G.D.Voskoboynik in his doctorate dissertation Linguo-philosophical foundations of the general cognitive theory of translation in the framework of the theory of cognition. His assertion that translation as a form of activity itself puts the translator in the state of cognitive dissonance gains confirmation in the process of teaching translation. The topic of current investigation is to disclose which factors cause the condition of cognitive dissonance and what teachers can do to neutralize or diminish this condition.

It is obvious that G.D.Voskoboynik was right when he indicated that cognitive dissonance can occur at any step in the process of translation. Practice shows that there are three most complicated steps when students are more inclined to experience cognitive dissonance:

1. At the initial stage of getting familiar with the text;
2. While analyzing and comprehending the essence of the text (its topic, main aspects, message and pragmatic interpretation);
3. At the final stage of rendering the message in the target language.

As for the factors that cause cognitive dissonance, they are as follows: the very first elements of the text that cause difficulty while working on their translation are headings of texts, especially those of mass media articles the students have to translate. The main purpose of the headline is to grab readers' attention and rouse their interest. Headlines are to some extent a story by themselves, they give a hint, attract and lure people into reading the whole article. Headline creation is considered as an art itself, the demonstration of a linguo-creative capability with the help of language units. Decoding of such information is problematic due to the fact that the author expects the same level of cognitive potential, language proficiency and linguo-creative skills from the reader. From the linguistic point of view headline creators employ a wide range of stylistic devices: metaphors (The liberal international order is falling apart), irony (Jeremy Clarkson, patron saint of the Great British bore), antithesis (Europe's economy is a cause for concern, not panic), epithets (Are politicians brave enough for daredevil economics?), play on words (How to cancel "cancel culture"), phraseological units (The science of love at first sight), etc. Moreover, headline writing is specified by elimination or omission of words and auxiliary verbs, tense and grammar forms peculiar uses.

The texts themselves, though they are supposed to be informative, objective, terminologically loaded and stylistically dry, are no strangers to figurative language, which is used with the purpose to inform, explain, describe, evaluate and advertise. While there are usually no difficulties for Russian-speaking students at the initial step of understanding language means in case of Russian-English translation, when the translation is done from English into Russian linguistic peculiarities of the English language can become a stumbling block for Russian students. Difficulties also arise when students come across a grammatical construction which does not exist in their native language, such as phrasal verbs, gerund, absolute participial construction.

We can make a conclusion, that at the first, so-called linguistic level of the perception of the text, students make a correlation between linguistic units they come across in the text and cognitive context—that knowledge base that lies behind it—and if the student does not possess that knowledge, it becomes a reason of cognitive dissonance.

As it has been mentioned in a number of works (L. Festinger, V.D.Drozdova), such discrepancy evokes the feeling of anxiety in students, and to eliminate this dissonance, students may develop a negative attitude towards the text and unwillingness to work with it. How can a teacher reduce the chances of its occurrence? The possible solution here is a step-by-step presentation, according to which the perception of the whole comes from the comprehension of its parts. As the conceptual base of students differ they can be involved in the search of those lingual units which can cause misunderstanding together with the possibilities to try and explain the meaning of linguistic phenomena that can offput students (for instance, the state of anxiety that the students get when they see the word shrinkflation in the headline reduces when they learn that it is a composition of two words: shrinking and inflation). It is advisable to translate the headline when the whole text is already analyzed and translated, as the heading is a concise embodiment of the whole text and can be wrongly interpreted outside the context of the text itself.

The next step in translator's cognitive dissonance goes beyond the level of language skills and embraces understanding of the idea of the text. It is the dissonance on the cognitive level and can be described as a discrepancy which occurs within the framework of discourse. The students do not perceive the text as one whole yet, they can overlook meaningful parts the text can be divided into. Moreover, if the text is personalized and the author resorts to different language means that can express irony, humour, criticism, as a rule, students miss such emotional and meaningful undertones, take them as facts, thus, distorting the pragmatic intention and purpose of the text. The situation exacerbates when the text concerns cultural aspects as well. Then cognitive dissonance achieves its highest point. For instance, students work on the translation of the text headlined Real living wage rise puts pressure on UK government to raise minimum wage (The Guardian). On the surface the matter is not that complicated, minimum wage is the object of discussion in Russia as well. The students enthusiastically proceed to the translation, when they stumble over real living wage and the Living Wage Foundation and discover that it is connected with the activity of a campaigning organisation in the United Kingdom which aims to persuade employers to pay a living wage.

How can teachers help students to overcome this difficulty at this stage? Firstly, it is important to stick to the rule regarding the principle if accessibility. The texts must not comprise too much unknown information. In addition to it, students should bear in mind that their basic source of information is not the teacher but general information—retrieval system. Search for necessary information if an unalienable skill future professional translators must master. Teachers depend on students' foundational skills, helping them identify essential words and phrases that can simplify the translation process. They emphasize the importance of considering social, historical, and contextual factors, guiding students to pinpoint key terms and sentences to use as a foundation for their translations. Additionally, students are encouraged to understand the text's meaning and anticipate its progression.

Cognitive dissonance at the final stage of translation is connected with the search of proper linguistic units for expressing the content of the text in a target language. Elimination and ease of cognitive dissonance depend on individual abilities to recognize, analyze, generalize, and interpret information, to implement knowledge of special subjects, to understand the text in its historical context, social and cultural peculiarity, and at last, to properly use lexical resources and grammatical patterns.

One more issue of interest is the effect that cognitive dissonance produces, whether it is negative or positive. Following the opinions of psychologists (L.Festinger, L.S.Vygotskiy, etc.) who assured that the state of dissonance causes anxiety and stress, the same characteristics align with "conflict', "crisis", "emotional breakdown" were used when educators wrote about cognitive dissonance highlighting its detrimental influence on students and their academic performance. But we fully agree with G.D.Voskoboynik and O.P.Bibik who focus on the positive effect of cognitive dissonance as a natural condition of learning new things about the world, when "cognitive dissonance characterizes such a state of the subject's cognitive system, which at each moment of the emergence of an imbalance causes reflexive emotional and volitional activity aimed at stabilizing self-sufficiency and cognitive functioning" (Bibik 2024).

7 Conclusion

Cognitive dissonance that students acquire while working on the translation of professional texts causes psychological discomfort, and as a consequence desire to reduce dissonance and achieve consonance, to eliminate the situation of increasing dissonance and discomfort. It can be achieved by neutralizing and eliminating the phenomenon that caused dissonance and discomfort. Neutralization of cognitive dissonance goes through several stages. The first stage affects the field of knowledge, this stage reveals the "gap" in students' linguistic or extralinguistic knowledge. If cognitive dissonance is caused by ignorance of a linguistic unit (for example, shrinkflation), then a significant role in its neutralization is played by the individual's linguistic competence as a whole, in this case, knowledge of word-formation models of the English language, which allows you to see word composition. The assimilation of extralinguistic information will occur faster if a person already has some idea about the phenomenon or object under discussion. At the next stage, the text is divided into parts with an emphasis on the segment that contains new assimilated information that caused cognitive dissonance. When the information becomes an integral part of person's cognitive experience, a field of knowledge, cognitive dissonance is considered to be eliminated.

Cognitive dissonance experienced by novice translators is often attributed to their limited understanding of the discourse related to the text being translated. At the initial level of translation competence, dissonances emerge within the cognitive framework of "source language discourse—target language discourse." Analyzing discourse for professional translation is a dialectical cognitive process that adheres to the principles of broadening the initial interpretative context. It is a well-established fact that the substantive differences between source and target texts primarily stem from the distinct areas of reality from which these texts originate. To address the cognitive dissonance arising from the discrepancies between these discourses, translators may choose to consult the

author of the original text, which involves working with discourse rather than just the text, thereby expanding the context for interpreting the content. If the author is unavailable, novice translators should be encouraged to relate the text to real-world contexts and read specialized literature to gain insights into these realities.

When cognitive dissonance occurs at the level of linguistic elements during the search for correspondences in the final stage of the source and target language systems, translators must select linguistic means that adequately convey the semantic content (what is said), the linguo-stylistic characteristics (how it is said), and the pragmatic objectives (why it is said and the expected reaction from the recipient).

Cognitive dissonance is essential in both the theory and practice of translation. Every translator is bound to encounter some type of dissonance in their work. This dissonance reflects a mismatch within their knowledge system, resulting in psychological discomfort that drives them to take action.

Various types of cognitive dissonance can be recognized, such as axiological, informational, psychological, and personal attitudes of the translator towards people or concepts, along with self-evaluation of their professional performance and dissonance stemming from expectations. Cognitive dissonance is of cognitive and communicative nature because the mismatch of the cognitions of communicants is realized at the verbal level. This phenomenon affects the psychological, physiological, and linguistic features of the linguistic personality.

Translation activity within the framework of the cognitive approach is considered as an interlingual communication, all strategies of which are carried out in a cognitive information field limited by the context of the situation, and translation decisions depend on the ability of the translator to use the potential of this field. Cognitive dissonance is defined as the translator's knowledge of the existing differences between the source and the target languages and the reaction to this difference. Translators frequently find themselves unable to translate essential components of a text, which drives them to look for ways to alleviate or resolve cognitive dissonance. This dissonance is fluid and present at every level of translation proficiency. Experiencing cognitive dissonance is essential for becoming a skilled translator. The theory of cognitive dissonance prompts a reassessment of the idea of untranslatability. In order to successfully translate, the translator must discover methods to harmonize cognitive dissonance within the context of the source and target language pair.

Cognitive dissonance should not be perceived as a negative occurrence; rather, it serves as a motivating factor for understanding reality. A person strives to neutralize and eliminate the source of dissonance and discomfort, either by altering their knowledge system (discovering the essence of the discomforting phenomenon) or by reorganizing their understanding, incorporating new, previously unknown information.

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Lexical Markers of Unprofessionalism of a Politician in German-Language Media

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Abstract. The essay focuses on the linguistic representation of the concept of professionalism/unprofessionalism of modern politicians on the example of the description of lexical units indicating unprofessionalism of the German Foreign Minister Annalena Baerbock in the discourse of German-language media. The first part of the article considers the concepts of professionalism vs unprofessionalism; specialist, expert, professional vs unprofessional, dilettante; as well as the concept of professional diplomacy with regard to their reflection in German lexicography. The second part presents lexical units that realize in the discourse of German-language mass media besides the main nominative function also an additional deictic function, pointing to the diplomat's insufficiently high level of professional education, to her lack of basic knowledge of history, geography, mathematics and to Baerbock's professional stumble diplomacy. It is concluded that the study of lexical markers of professionalism/unprofessionalism of modern politicians in the media discourse is extremely important, as the year 2024 has been called "the mother of all election years" and "democratic Superbowl" due to the fact that the presidential and parliamentary elections of 2024 may change world politics.

Keywords: Unprofessionalism · Diplomacy · Politician · Discourse of German-language media · Lexical units with deictic function

1 Introduction

The topic of professionalism/unprofessionalism of politicians is one of the most discussed in the discourse of modern media. The German-language press has not neglected this problem, in particular, the issue of unprofessionalism of some contemporary German politicians.

The subject of this study is the role of modern media in Germany, Austria and German-speaking Switzerland in the formation of public opinion in the coverage of professional activities of modern political leaders. As a material of the research we considered the statements of politicians, journalists, mass media readers and users of social networks about the professional qualities of the current German Foreign Minister Annalena Baerbock.

The scientific novelty of the study lies in the assessment of the German diplomat's activity by modern media through the prism of the following concepts: professionalism

© The Author(s), under exclusive license to Springer Nature Switzerland AG 2025
E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_19

vs NON-professionalism; specialist, expert, professional vs non-professional, dilettante; professional diplomat vs non-professional diplomat.

First, these concepts were clarified on the basis of scientific works and dictionary definitions using the method of component analysis, which allows us to determine macro- and microcomponents of the semantic structure of the words-explicators. Then the lexical units—words and word combinations in the media discourse, possessing an additional deictic function, namely, containing indications of the political actor's unprofessionalism and thus forming his negative image, were subjected to linguistic analysis.

2 Problem Statement

The concept of professionalism has not yet been conceptualized properly. A significant shortcoming of the interpretation of this concept is its psychologization—professionalism is interpreted as a purely psychological quality of personality, characterizing its self-realization in the sphere of the chosen profession (Markova 1996). In modern conditions, the idea and practice of professionalism is studied in a variety of directions, the essence of which depends on the scientific traditions of the country, theoretical-methodological and ideological basis of research. The scientific foundations of the study of professionalism can be traced back to the works of French sociologist and philosopher E. Durkheim (Durkheim 1996) and German sociologist and economist M. Weber (Weber 1990) in their theory of professional activity.

This essay addresses the understudied problem of linguistic description of the professional activity of a famous person. The emphasis is placed on the study of lexical units serving as deictics, namely lexical markers referring to the theme of the actor's unprofessionalism, in the media discourse.

3 Research Questions

This essay identifies and describes lexical units in modern German-language media discourse that represent directly or indirectly the concept of unprofessionalism of a political actor. Thus, it is about the influence of modern media on the formation of a negative image of a political leader.

4 Purpose of the Study

The aim of this essay is to identify lexical units in the modern German-language media discourse that, in addition to the main nominative function, also realize an additional deictic function, which consists in pointing to the unprofessionalism of a political actor. Attention is drawn to the relevance of the topic, which is actively discussed both by famous politicians and journalists of the leading publications of German-speaking countries, and by ordinary voters, mass media readers and users of social networks on the threshold of numerous election campaigns in 2024.

5 Research Methods

Observation and description are used as the main general scientific methods of research, which allows us to register certain features of the research object. A structural method is used to describe actually observed linguistic phenomena.

6 Findings

6.1 Basic Concepts of Research

At the beginning of our study we turn to the consideration of such concepts as professionalism vs nonprofessionalism; specialist, expert, professional vs nonprofessional, diletant; professional diplomacy.

Concepts of Professionalism vs Non-professionalism. Professionalism is a broad concept that characterizes a person in terms of its property to effectively perform professional activities in a wide variety of conditions. A certain amount of knowledge in a person's specialty, as well as in related fields, is a necessary condition for the development of professionalism. A necessary component of professionalism is also his professional competence as an indicator of a high level of qualification, a characteristic of the effectiveness of his work, compliance with ethical standards in a professional context.

Unprofessionalism is associated with errors in the subject's professional activity, violation of professional ethics, lack of special and general knowledge.

The concept of professionalism is often used in two semantic meanings: as professionalism of activity and as professionalism of personality. Professionalism of activity is a qualitative characteristic of the subject of activity as a representative of this profession, which is determined by the measure of possession of modern means of solving professional tasks, productive ways of its implementation.

Professionalism of personality is a qualitative characteristic of the subject of labor, reflecting a high level of development of professionally important and personal-business qualities, acmeological components of professionalism, high level of creativity, adequate level of claims, motivational sphere and value orientations aimed at progressive development (Kuzmina 1993, pp. 73; 74).

The main characteristics of professionalism:

- professional knowledge (possession of the necessary knowledge to work in the profession), education;
- effective communication;
- resilience, sustainable problem solving, flexibility and adaptability.

In German professionalism is Professionalität—"anerkannte, hoher fachlicher Qualifikation entsprechende Kompetenz bzw. darauf fußendes Handeln" (DWDS)—competence corresponding to high professional qualifications; competence-based actions.

Thus, the focus is on the professional competence and performance of the subject. Professionalism implies professional ethics (German *Berufsethos*). Moreover, among the typical combinations of the German lexeme Professionalität, a special place is occupied by lexemes related to the lack of professionalism. Besides, among typical combinations of the German lexeme *Professionalität* a special place is occupied by lexemes connected

with the lack of professionalism *fehlend, mangelnd* 'insufficient, lacking'; *mangeln* 'to lack'; *vermissen* 'to notice the lack'.

Examples of word usage show the importance of professionalism: *Professionalität ist entscheidend, wichtig*—'professionalism is important'; and examples of the use of the lexeme Professionalität with the attribute in the genitive show the importance of professionalism for people in professions such as actor, teacher, manager: *Die Professionalität der Akteure, Lehrer, Täter, Beteiligten, des Managements, Personals* (DWDS).

Concepts of Specialist, Expert, Professional vs Unprofessional, Diletant. The subject who professionally possesses knowledge in any sphere of being, we consider an expert. "The functioning of the concept EXPERT is based on a single typical proposition: someone (authoritative) makes a competent judgment about the subject" (Shiryaeva 2014, p. 288). Otherwise, if what is planned is associated with negative expectations from its results, we operate with the concept of unprofessionalism and its synonyms.

A *specialist* is a person who possesses a certain level of competence in accordance with the normative requirements of a profession. A *professional* (from Latin *Profession*—'specialty, occupation') is an individual whose main occupation is his/her profession, a specialist in his/her field, who has appropriate training and qualifications. At the same time, a professional is a competent person who performs his professional duties on a spiritual and moral basis. Thus, a professional is a carrier not only of professional knowledge and ways of activity, but also a carrier of professional and moral values, a person who has a high level of responsibility for the decisions made, capable of self-development, self-improvement, striving for the spiritual content of the profession, its development and ready to serve others. Otherwise, we are dealing with a non-professional, a dilettante.

The main characteristics of a professional are first of all knowledge and experience. Knowledge is the basis of the fundamentals of professionalism. They allow you to orient yourself in your business and speak the same language with your colleagues. Experience is the second cornerstone of professionalism. Experience allows you to develop a realistic assessment of your capabilities, to feel confident. An equally important characteristic is also the ability to learn from mistakes, good communication skills, vitality, engagement, the ability to delineate responsibilities, self-respect and self-care, the ability to cooperate and overcome one's inertia, and constant development.

The concepts specialist, expert, professional are embedded in the modern German language in a wide lexical-semantic field represented by such lexemes as *connoisseur, connoisseur, master: Fachmann/Fachfrau, Experte, qualifizierte Fachkraft, Spezialist, Profi, Fachkraft, Kapazität, Kenner, Sachkenner, Fachperson, Meister, Routinier, Sachkundiger Sachverständiger*. The main attributes of a professional are expressed by the adjectives *excellent, knowledgeable, skilled, experienced, qualified*: German *exzellent, versiert, kompetent, erfahren, hervorragend, renommiert, ausgezeichnet, tüchtig, hochqualifiziert, kenntnisreich* (DWDS).

Concept of professional diplomacy. A *diplomat* is an official engaged in diplomatic activity, work in the field of external relations. He should possess individual and personal qualities and professional competencies (strategic thinking, tactical flexibility and negotiation skills).

The professional activity of a diplomat covers a wide range of areas—political, representative, trade and economic, scientific and technical, cultural, humanitarian, military-technical, and others. Such a wide range of practical activities implies the need for fundamental training and relevant knowledge. Researchers of the topic of diplomacy have invariably pointed out that a diplomat should have a "mind", be a "reasonable person". Diplomacy is the sphere of activity, first of all, of reasonable and intellectual people.

Professional competencies in modern diplomatic practice mean the ability of an individual to perform official tasks in accordance with accepted standards. The notion of professionalism includes not only the level of quality of the work performed, but also the time during which it was performed, i.e. the ratio of quality and time. This is a functional characteristic of professional competence. It can be supplemented by a "personal" approach, since competence implies simultaneously knowledge, abilities, skills, experience (Melikhov 2012, p.122).

The diplomatic profession presupposes that highly educated people enter this field, as they will have to deal with tasks requiring profound knowledge in a very wide range of fields related to history, culture, law, economics, philosophy, literature, art and other spheres of human life. The educational process includes not only enlightenment, mastering the subjects taught, but also, to a large extent, self-education, mastering professional competencies (ibid.).

Knowledge of foreign languages is a necessary component of professionalism. Fluency in foreign languages, the ability to communicate clearly, to perceive complex texts and political and diplomatic documents in an absolutely adequate manner is a prerequisite for successful official activity.

A defining professional characteristic is the ability to draft diplomatic documents. General requirements to documents—the thought should be stated clearly, ambiguities are inadmissible, the text should be saturated with information, logic and cause-and-effect relationship should be clearly seen in the reasoning. This is a highly skilled craft and has always been valued in the diplomatic service.

The French diplomat and researcher Jules Cambon, who held a number of ambassadorial posts in the late 19th and early twentieth centuries, wrote with good reason: "I do not know an activity more diverse than the profession of a diplomat". Accordingly, individuals who are worthy in professional-business, civil, worldview and moral terms should be nominated to the diplomatic field (ibid., p. 124).

Let us turn again to the German language. The DWDS dictionary lists the most common collocations with the word Diplomat: *ein gewandter, geschickter Diplomat*. The terms *gewandt, geschickt (subtle, skillful, dexterous)* and *diplomatisch (diplomatic)* are synonyms in German. In a figurative sense, a diplomat is a tactful, reserved, prudent person. The phrase *er ist kein Diplomat—he is not a diplomat* has the meaning 'er ist nicht geschickt, wendig im Umgang mit anderen Menschen'—'he is not courteous, not flexible in communication with other people' (DWDS).

Next, let us consider in the discourse of German-language media the lexical units, indicating the unprofessionalism of the German Foreign Minister Annalena Baerbock, which we divided into three groups.

6.2 Lexical Units in the Discourse of German-Language Media Indicating Unprofessionalism of the German Foreign Minister Annalena Baerbock

Lexical units in the function of deictics indicating the level of professional education of a diplomat. In today's German-language media there is an active discussion about the education of a politician. The title of an article in the German newspaper Frankfurter Allgemeine*: "Annalena Baerbock. Masterstudium ohne Bachelorabschluss*|—*"Annalena Baerbock. Master's degree without a bachelor's degree"* (https://www.faz.net/aktuell/karriere-hochschule/hoersaal/annalena-baerbocks-studium-in-london-master-ohne-bachelor-17336848.html) (then candidate for German Chancellor; 11.05. 2021) refers readers to the fact that Baerbock does not have a bachelor's degree, although the bachelor's degree is the basic level of higher education.

As is known, in 2000–2004, Baerbok studied political science and public law at the University of Hamburg. However, she did not get to the diploma—she did not receive it. But this did not prevent her from obtaining a master's degree in public international law from the London School of Economics (LSE) in 2005.

This article draws attention to the fact that there was no wrongdoing in doing so: "*Alles ging mit rechten Dingen zu". —"Everything went well"*. But at the same time it is stated: *"Baerbock sei keine Volljuristin"—"Baerbock is not a fully qualified lawyer": "Sie wird als Völkerrechtlerin bezeichnet, ist aber keine Volljuristin. Einen Bachelorabschluss hat Annalena Baerbock nicht, aber Vordiplom und Master".—„She is described as an international lawyer, but is not a fully qualified lawyer. Annalena Baerbock doesn't have a bachelor's degree, but she does have a preliminary diploma and a master's degree"*.

What follows is: *„Da zu der Zeit in Deutschland Bachelor und Master noch nicht flächendeckend eingeführt waren, war damals unter anderem das Vordiplom Grundlage für Aufnahme von Masterstudiengängen im Ausland. Die Diplom-Vorprüfung bestand Baerbock demnach mit der Note 1,3, das Masterstudium an der LSE „with Distinction""* (ibid.).—"*Since bachelor's and master's degrees had not yet been introduced across the board in Germany at the time, the preliminary diploma was, among other things, the basis for taking up master's degree programs abroad. Baerbock passed the preliminary diploma examination with a grade of 1.3, and the master's degree at the LSE "with Distinction""*.

Note that, the preliminary diploma itself is not a qualification; no academic degree is awarded.

The press is discussing another fact from Baerbock's biography related to education. In 2009, the future minister decided to write a doctoral thesis and even received three years of funding from the Heinrich Böll Foundation, which supports young scientists. But, as in the case of her studies in Hamburg, Baerbock's scientific research ended in vain: she never became a doctor.

An article with the title *„Kanzlerkandidatin der Grünen. Viele Doktoranden scheitern. Na und?"—"The Green Party's candidate for chancellor. Many PhD students don't graduate from graduate school. So what?"* published in 2021 in the German newspaper Süddeutsche Zeitung (https://www.sueddeutsche.de/meinung/annalena-baerbock-heinrich-boell-stiftung-promotion-stipendium-gruene-1.5344739; 07.07.2021).

The article cites information that Baerbock attended graduate school on a scholarship, but did not write a dissertation: "*Annalena Baerbock hat ein Promotionsstipendium bekommen, aber nie eine Dissertation vorgelegt. Sie habe ein Promotionsstipendium der Heinrich-Böll-Stiftung verplempert, ohne eine Dissertation vorzulegen"* (ibid).—*"Annalena Baerbock received a doctoral scholarship but never submitted a dissertation. She wasted a doctoral scholarship from the Heinrich Böll Foundation without submitting a dissertation".*

Although the article gives "good reasons" for Baerbock's failure to defend her dissertation, verbs such as *scheitern*—'to fail to achieve a goal', 'to be unsuccessful'; *verplempern*—colloquial 'to squander (money, time)' label Baerbock as a failure, creating a negative aura around her.

Thus, the defectiveness of Baerbok's professional education is thematized in the media. The lexical markers are the word combinations *Masterstudium ohne Bachelorabschluss, keine Volljuristin, ein Promotionsstipendium verplempern.*

Lexical units in the function of deictics indicating the lack of basic knowledge of a diplomat. In foreign policy it is necessary to weigh every word. However, as the press notes, Baerbok has had reservations, such as *Ostkokaine* instead of *Ostukraine*. And there were also real curiosities: for example, statements about "the 360-degree turn of Moscow's policy" (Baerbock is not strong in math and does not know that a 360-degree turn means returning to the original position) and about countries "hundreds of thousands of kilometers away from Germany" (the fact that the equator is only 40,000 km long did not embarrass Baerbock; she "enlarged" the Earth several times).

All such reservations by Baerbock are due to a lack of basic knowledge. Somehow, Baerbock declared about "Napoleon's tank battles" (according to her, "in Napoleon's time" fighting was easier because only tanks" were used then), about the borders of the European Union from Lisbon to Lugansk, about Nigeria, supposedly "a former German colony", about "the chemical element Kobold". Tikhanovskaya, according to Baerbok, is the real legitimate president of Belarus.

Numerous reservations in English: Baerbock cannot attest to her English language skills. While giving a speech in English in June 2023 in South Africa, Baerbock confused the words *beacon* and *bacon*. Instead of *beacon of hope*, she said *bacon of hope. "South Africa's path to freedom has been a bacon of hope inspiring men and women around the world,"* the German foreign minister said.

Welcoming the African Union countries' desire to join the G20, Baerbock pronounced the word bid in a way that turned it into a swear word bitch. *"We support the African Union to join the G20 with its bitches,"* the foreign minister said verbatim.

Putting conventions aside, we have to admit that in the chair of Germany's foreign policy chief sits a woman who has very vague ideas about history, mathematics and geography, as evidenced by the opinions of politicians, journalists and readers.

Comments from readers of the Süddeutsche Zeitung: *„Es ist immer wieder verblüffend, unsere Außenministerin sprechen zu hören. Vor allem, wenn sie Englisch spricht. Sie denkt, sie kann es sehr gut, und dann kommt so etwas heraus. Will sie sich damit von ihrer Muttersprache distanzieren, ihre Weltläufigkeit und ihre Klugheit beweisen, zeigen, dass sie mehrsprachig ist? Nichts von dem trifft zu".—"It is always astonishing to hear our Foreign Minister speak. Especially if she speaks English. She thinks she's*

very good at it, and then something like this comes out. Does she want to distance herself from her native language, prove her cosmopolitanism and her cleverness, and show that she is multilingual? None of this applies" (https://www.sueddeutsche.de/kolumne/leserbriefe-baerbock-russland-krieg-1.5749471).

The Austrian newspaper eXXpress in an article entitled *„Kopfschütteln über Baerbock: Ihre fünf größten Fehler"—"Shaking your head about Baerbock: your five biggest mistakes" points out five of Baerbock's biggest mistakes, emphasizing points such as: peinliche Verwechslungen, unpassende Postings oder bemerkenswerte Wissenslücken in Geschichte und Geographie.—embarrassing mix-ups, inappropriate postings or notable gaps in knowledge in history and geography.*

"Mehr als irgendein anderer Politiker sorgte die deutsche Außenministerin Annalena Baerbock (Grüne) im vergangenen Jahr mit ihren Fauxpas laufend für Stirnerunzeln und Erheiterung".—„More than any other politician, German Foreign Minister Annalena Baerbock (Greens) caused constant eyebrows and amusement with her faux pas last year".

The eXXpress has once again compiled Baerbock's five biggest mistakes for you, in chronological order:

- *ein äußerst skurriler Dialog zwischen der deutschen Außenministerin und ihrem österreichischen Amtskollegen Alexander Schallenberg (ÖVP)—an extremely bizarre dialogue between the German Foreign Minister and her Austrian counterpart Alexander Schallenberg (ÖVP); Baerbock: „a German-Austrian dictionary would be very important at every conference";*
- *Bade-Spaß nach Besuch in Yad Vashem. Auch Bilder können das dort Empfundene nicht richtig zum Ausdruck bringen. Baerbock versuchte es dennoch—und scheiterte.—Bathing fun after a visit to Yad Vashem. Even pictures cannot properly express what is felt there. Baerbock tried anyway—and failed;*
- *Die Panzer-Schlachten von Napoleon—Napoleon's tank battles;*
- *Länder, die Hunderttausende (!) von Kilometern entfernt sind—Countries that are hundreds of thousands (!) of kilometers away;*
- *Nigeria—eine deutsche Kolonie—Nigeria—a German colony* (https://exxpress.at/kopfschuetteln-ueber-baerbock-ihre-fuenf-groessten-fehler/; 29. 12. 2022).

The German magazine "The European" writes of Baerbock's "revolutionary discovery" and her desire to "revolutionize the natural sciences": *"Doch nun zur bahnbrechenden Entdeckung von Annalena Baerbock".—"But now to Annalena Baerbock's groundbreaking discovery".*

The title of the article reads: *"Annalena Baerbock patzt erneut mit Unwissen"—"Annalena Baerbock makes another mistake with ignorance".*

"Denn diese hat nun herausgefunden, dass Menschen CO2 nicht ausstoßen, sondern es vielmehr „verbrauchen". Von der grünen Kanzlerkandidatin ist man inzwischen ja einiges gewohnt. Nicht nur ist sie eine weltweit renommierte Völkerrechtlerin und das ganz ohne lästiges, langwieriges Jurastudium. Sie ist auch international angesehene Kobaltexpertin und Fachfrau für physikalische Einheiten, spezialisiert auf Gigatonnen. Nun aber setzte sie nochmal einen drauf, ja ist dabei, die Naturwissenschaften zu revolutionieren. Also wenn das nicht nobelpreisverdächtig ist! Wie hoch ist denn Ihr persönlicher CO2-Verbrauch so durchschnittlich an einem schönen Sommertag?" – „Because

they have now discovered that people do not emit CO2, but rather "use" it. We are now used to a lot from the Green candidate for chancellor. Not only is she a world-renowned international law expert, without the need for an annoying, lengthy law degree. She is also an internationally respected cobalt expert and physical unit expert, specializing in gigatons. But now she has gone one step further and is in the process of revolutionizing the natural sciences. So if that's not worth a Nobel Prize! How high is your personal CO2 consumption on average on a beautiful summer day?"

(https://www.theeuropean.de/gesellschaft-kultur/annalena-baerbock-patzt-erneut-mit-unwissen 06.06.2021).

Thus, direct markers of Baerbock's unprofessionalism are statements about "significant gaps in her knowledge of history and geography" (*bemerkenswerte Wissenslücken in Geschichte und Geographie*), about her reservations in English; about mistakes (*ihre Fauxpas*) and their frequent repetition (*patzt erneut mit Unwissen*). Indirect markers include paradoxical ironic maxims about Baerbock: *"an internationally recognized international lawyer without a legal education (without studying law)"*, mocking phrases about Baerbock's ignorance, making revolutionary discoveries in natural sciences.

Lexical units in the function of deictics indicating Baerbock's professional stumble diplomacy. The German-language press claims that Baerbock is an ideologized person and is not a professional diplomat. In principle, she is unprofessional in anything at all. Her style of presentation, her thoughts correspond rather to a blogger or a tribune leader who has no respect for diplomatic etiquette. Baerbock's diplomacy gets labeled professional "Stolperdiplomatie"—"stumble diplomacy".

It is stated that the ineffectiveness of the minister's professional activities has led to the fact that

- Germany's relations with Russia have deteriorated;
- there is a cooling between Arab and European countries;
- the International Criminal Court in The Hague now has no German judge, although the FRG is its second largest contributor (The reason is the failure of Baerbock's "feminist foreign policy". The German Foreign Ministry decided that "Germany must necessarily be represented by a woman." As a result, they settled on a female lawyer, but without international experience, which the ICC Assembly of States Parties did not approve).

Baerbok is characterized by aggressive militant rhetoric. The slogan "*destroy Russia" ("Russland ruineren")* has become her famous call. The lexicon of diplomat Baerbok is a set of clichés "not to let Russia win", "arm Ukraine", "expand NATO", "send the military to Lithuania"; lexical units of the thematic group "war, aggression, destruction, annihilation, causing harm".

Baerbok's statement about "war with Russia" is widely known. Speaking before the Parliamentary Assembly of the Council of Europe (PACE), which includes 46 member states from all over Europe and including all members of the European Union, on January 24, 2023 in Strasbourg, the German Foreign Minister made a serious mistake, unforgivable for a well-prepared speech. She said that the countries of Europe are "at war with Russia": *"We are fighting a war against Russia" / „Wir führen einen Krieg gegen Russland"*. It fell to Chancellor Scholz personally to refute Minister Baerbock,

who emphasized that Berlin "will not allow such a conflict." When it comes to matters of war and peace, mistakes are unacceptable, but Baerbock makes them.

German MP Sahra Wagenknecht admitted in a social network that she is ashamed of German Foreign Minister Baerbock, who is particularly notable for her diplomatic mistakes: "*Annalena Baerbock fällt in ihrem Amt bisher vor allem durch diplomatische Fehltritte auf"—"Annalena Baerbock has so far been particularly noticeable in her office because of her diplomatic missteps" (Wagenknecht; 28.11.2023). "Annalena Baerbock has so far been particularly conspicuous in her cabinet for diplomatic missteps—for example, when she declared war on the nuclear power Russia,"* wrote Wagenknecht.

One of the columns in the Süddeutsche Zeitung is devoted to letters from readers: *"Leserbriefe: Baerbocks gefährliche Kriegsrhetorik ".—„Letters to the editor: Baerbock's dangerous war rhetoric".*

Material Title: *„Annalena Baerbock: Gefährliche Kriegsrhetorik ".—„Annalena Baerbock: Dangerous war rhetoric".*

Newspaper Editorial Summary: *„Die Bundesaußenministerin erntet heftige Kritik für einen verbalen Ausrutscher, den Leserinnen und Leser einhellig als schweren diplomatischen Fehler einstufen. One reader's comment: Außenministerin Baerbock hat es vielleicht endgültig verbockt. Ihre emotionale Rhetorik reicht nicht aus für eine Frieden stiftende Diplomatie"—„The Federal Foreign Minister received heavy criticism for a verbal slip-up, which readers unanimously classified as a serious diplomatic mistake. One reader's comment: Foreign Minister Baerbock may have finally screwed up. Their emotional rhetoric is not enough for peacemaking diplomacy".* (https://www.sueddeutsche.de/kolumne/leserbriefe-baerbock-russland-krieg-1.5749471).

The verb verbocken, which has the meaning 'to fail in something, to screw up', is used here.

This opinion is shared by another reader of the newspaper: *„Ich bin entsetzt über die Wortwahl der Außenministerin Annalena Baerbock, die vor einem internationalen Kreis davon sprach, dass „wir" einen Krieg gegen Russland führen. Eine solche Wortwahl ist für eine Außenministerin der Bundesrepublik Deutschland, immerhin die Chefdiplomatin, völlig unverantwortlich und könnte auch als Kriegserklärung verstanden werden"—„I am appalled by Foreign Minister Annalena Baerbock's choice of words when she spoke to an international audience about the fact that "we" are waging a war against Russia. Such a choice of words is completely irresponsible for a foreign minister of the Federal Republic of Germany, after all the chief diplomat, and could also be understood as a declaration of war".*

(ibid). *„Baerbock, so scheint mir, ist den Anforderungen ihres Amtes nicht gewachsen und sollte zurücktreten Alle Handlungen und Äußerungen dieser Ministerin, die in keiner Weise ihren eigentlichen Aufgaben nachkommt—man lese dazu das Interview mit dem ehemaligen General Vad über die Aufgaben einer Außenministerin—" weisen darauf hin, dass sie das, was sie sagte, auch wirklich glaubt"—„Baerbock, it seems to me, is not up to the demands of her office and should resign. All the actions and statements of this minister, who in no way fulfills her actual duties—read the interview with the former General Vad about the duties of a foreign minister—are indicative that she really believes what she said"* (ibid).

The Bavarian newspaper Augsburger Allgemeine writes about Baerbock's fatal caveat: "*Baerbocks fataler Versprecher: „Wir führen einen Krieg gegen Russland""—"Baerbock's fatal caveat: "We are fighting a war against Russia"" (*https://www.augsburger-allgemeine.de/politik/aussenministerin-erst-gefiert-dann-sinkflug-wie-annalena-baerbock-ins-straucheln-geriet-id65369126.html).

According to former German Chancellor Gerhard Schroeder, with her remarks, the foreign minister is also destroying everything German business has achieved in China. He recalled that Baerbock called Chinese leader Xi Jinping a dictator, and the Chinese treat such things very badly.

It can be summarized that Baerbok's ridiculous statements make her a laughing stock in the world. On top of that, they are clearly damaging to international relations. The fact that Baerbock behaves unprofessionally on the political stage has been noted by the German-language press in Switzerland: "*Deutschlands Aussenministerin Annalena Baerbock macht vieles falsch, aber es hätte noch schlimmer kommen können. Die grüne Chefdiplomatin wird international eher belächelt als geachtet" –*

"Germany's Foreign Minister Annalena Baerbock is doing a lot of things wrong, but it could have been even worse. The Green chief diplomat is more ridiculed than respected internationally" (https://www.nzz.ch/der-andere-blick/annalena-baerbock-macht-viel-falsch-aber-es-haette-noch-schlimmer-kommen-koennen-ld.1827949).

„Parodie-account, airbus-panne, styling-fauxpas: was baerbock jetzt sofort tun muss, um als deutschlands aussenministerin wieder ernst genommen zu werden.

Für Fettnäpfchen Und Verbale Fauxpas Begabt, Scheint Sie Sich Inzwischen Als Bundesdeutsche Komödiantin Etabliert Zu Haben.

… Weil sie es bisher nicht verstanden hat, ihr amt mit der nötigen würde, Diplomatie Und Souveränität Auszukleiden". –

"Parody account, airbus breakdown, styling faux pas: what baerbock has to do now to be taken seriously again as germany's foreign minister.

Gifted for faux pas and verbal faux pas, she now seems to have established herself as a German comedienne.

… Because she has not yet understood how to invest her office with the necessary dignity, diplomacy and sovereignty"(ibid).

Reader's comment: „Was sie unternehmen muss? SOFORT ZURÜCKTRETEN". – "What does she have to do? RESIGN IMMEDIATELY" (https://weltwoche.ch/daily/parodie-account-airbus-panne-styling-fauxpas-war-baerbock-jetzt-sofort-tun-muss-um-als-deutschlands-aussenministerin-wieder-ernstgenommen-zu-werden/).

The general opinion is that Baerbock lacks the professional skills of a diplomat; the politician does not understand that foreign policy is based on diplomacy, as evidenced by gross diplomatic mistakes (*schwere diplomatische Fehler, diplomatische Fehltritte, Stolperdiplomatie*). Conclusions are drawn that the German Foreign Minister is a totally illiterate person who has no idea of the specifics of the job; that a type of female politician has become popular in Europe who replicates the American agenda very loudly and is very controllable. There has even been discussion on the German-language web about the need for an IQ test for politicians*: "Wie können Politiker offenen IQ-Tests unterzogen werden, damit ihre analytischen Fähigkeiten den Wählern bekannt werden?" – "How can politicians be subjected to open IQ tests so that their analytical skills are known to*

voters?" (https://de.quora.com/Wie-k%C3%B6nnen-Politiker-offenen-IQ-Tests-unterzogen-werden-damit-ihre-analytischen-Fähigkeiten-den-Wählern-bekannt-werden).

To conclude, here are the nicknames of Baerbock, widely circulated in the German-language media, Baerbock being called a disgraced minister (*Peinlich-Ministerin Baerbock)*, Annalena 360° Baerbock *(Annalena "360 Grad" Baerbock*), the undiplomatic diplomat *(die undiplomatische Diplomatin),* a German comedienne (*bundesdeutsche Komödiantin)*, noting that she is known for her blunders and verbal errors *(Für Fettnäpfchen und verbale Fauxpas begabt)*, making Germany a laughingstock *(Wie Baerbock Deutschland zur Lachnummer macht; Dass sie international belächelt wird).* In addition, we learn that the German language has been enriched with the new verb *baerbocken* ('someone is completely incompetent') and its derivative forms: the verb *verbaerbocken* and the adjective *baerbockig* (https://www.severint.net/2021/06/10/was-bedeutet-baerbocken/).

7 Conclusion

The study of the narrative of a female politician holding one of the most important positions in the German government in the contemporary German-language media confirms the thesis about the diplomat's unprofessionalism, which is widely reported there. Baerbock's linguistic personality is seen as a phenomenon defined by her individual characteristics and her non-compliance with the rules and traditions developed for political discourse by the cultural and linguistic community. It is obvious that the analysis of lexical markers of professionalism/unprofessionalism of modern politicians, forming a negative image of a political leader, is extremely important, since the election campaigns of 2024 will affect more than half of the planet's inhabitants and may change the world politics.

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Cohesion and Coherence in African Tales: Sociocultural and Linguistic Analysis

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Abstract. The article presents the main features of cohesion and coherence in African fairytales. The authors of the study examine the socio-cultural and linguistic specificity of African writers' texts, namely the expression of the main means of cohesion through rhythm, lexical cohesion, substitution and ellipsis. The article also emphasizes the special role of fairytales in getting to know and penetrating into a well- or little known culture as they constitute textual material that reflects the traditions, mythology, literature, etc. of the country. The main objective of the study was to examine the linguistic and structural specificity of African fairytales on the material of post-colonial Nigerian literature for children (Chinua Achebe and John Iroaganachi's "How the Leopard Got His Claws") and Ivorian fairytales by Bernard Dadier's (the collection "African Legends") from the point of view of the concepts of cohesion and coherence, which provide not only the cohesion and interaction of meanings, but also a certain unity in the means of their creation. The main result of the undertaken research was the identification of the most frequent means of cohesion and coherence of the text of fairytales. The authors conclude that C. Achebe and J. Iroaganachi often resort to parallel structures and lexical repetition as well as lexical cohesion, which helps the writers to teach children how to use conversion, metaphor, and personification. In Bernard Dadié's fairytales, cohesion as a conceptual and linguistic unity is achieved through non-extended homogeneous elements and diacope. Climax and climactic repetition, reduplication, and anadiplosis are not used as actively. However, these expressive means often contribute to the imagery created by the author.

Keywords: Coherence · Cohesion · Fairytale · Cultural and pedagogical functions of a fairytale · African post-colonial literature

1 Introduction

Strong partnerships between Russian and African universities, whose capacities are currently growing, show mutual interests in the field of culture and education. The cultural code of a country which is collaborative and open for potential partnerships must be studied at different levels: from pre-school up to tertiary education.

© The Author(s), under exclusive license to Springer Nature Switzerland AG 2025
E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_20

The language and compositional structure of the African fairytales examined in this article can reveal focal points and dominant ideas that aid understanding of a country, its mythology, and its cultural code. The analysis of fairytales as a way of reflecting the cultural values of African nations seems important and crucial in order to add a social and cultural aspect to the educational process.

2 Problem Statement

One of the main problems that inspired this research is the lack of domestic studies on the structure, linguistic specificity, and dominant meanings of African fairytales. There are very few works that deal with the methodology of this kind of research, which is particularly useful for getting to know the culture and history of the country, especially given the fact that fairytales are aimed at both young people and adult readers.

First attempts to classify African folklore among English-speaking culturologists and anthropologists date back to the 1960s, when American folklorist William Bascom published his article "Folklore Research in Africa" (Bascom 1964).

In her article "African Folklore for African Children," published in 1977, Nancy J. Schmidt points out some peculiar features of African folklore books available for children. The researcher says that folklore is presented not only as oral, but also as written tradition; it is not always easy to differentiate between folklore and fiction, since both kinds of texts can be published in one story collection; most African folklore stories are either written or compiled by teachers, education officers, and political administrators. The scholar also takes note of the changing social background of the African writers for children: before the modern African countries gained their independence, educational materials were mostly produced by European missionaries and government officials; today such educational texts are written either by Africans or by Europeans who have spent their entire lives in Africa. Attitudes towards African folklore are also changing: most supplementary readers, published in both Europe and Africa, include a lot of African content; many of them feature only African content (Schmidt 1977).

Modern research into fairytales within the African educational environment focuses predominantly upon the aspects of decolonization and "Africanisation" of the curriculum by challenging the Eurocentric stereotypes that used to dominate the process of teaching in the first half of the twentieth century (Livingston 2018).

As for the studies of French linguists and methodologists, the works of Anne Retel-Laurentin are noteworthy (Structure et symbolism 1968). The author creates a methodology of step-by-step analysis of fairytales on the material of Dogo (Mali) and Bété (Côte d'Ivoire) texts. The main purpose of such analysis is to establish close links with the subject and object of action within the story, as well as with the character and the things that surround them.

In her study, Monique Lebrun presents forms of work with schoolchildren based on the use of African fairytales, which are a reflection of the values of African culture, morals and traditions of African peoples, the true heritage of folk wisdom (Lebrun 1994).

The French scholar J. Dérivé notes that African tales have undergone a profound transformation while transitioning to written discourse: the tales, being apparently faithful to the basic lines of the narrative, witnessed an almost complete departure from their

original oral form, both in terms of construction and the moral of the story. The literary fairytale is the work of the 1960s, the decade marked by the movement to promote African culture (Dérivé 2004).

In her study, Denise Paulme categorizes African folktales and reveals the richness of their content, based on the value systems, mythology, legends, mysteries, anecdotes and wordplay (Paulme 1972). This is what creates the mysterious symbolic language of the peoples and reflects the mores of society and the patterns of behavior, not from the point of view of the observer, but from that of the participant in the action.

3 Research Questions

The concepts of *coherence* and *cohesion* have been widely explored in linguistic research. Among the most important works in this area are those of R. A. De Beaugrande, W. U. Dressler, G. Fritz, I. R. Galperin, M. Halliday, R. Hasan, L. Jeffries, D. McIntyre, M. I. Stepanova, M. Toolan etc.

The linguistic concept of coherence is related to its interpretation from the perspectives of psychology, psycholinguistics and cognitive science. M. A. Gernsbacher, T. Givón consider coherence as a mental phenomenon which emerges during speech production-and-comprehension (Gernsbacher and Givón 1995), "a property of biologically-based systems" in general (Givón 2020, p. 1). This leads the authors to conclude that in writing or oral narrative, "the negotiation takes place in the mind of the text producer, between the text producer and his/her mental representation of the mind of the absent or inactive interlocutor" (Gernsbacher and Givón 1995).

A somewhat similar idea is found in the preface to G. Fritz's "Coherence in Discourse. A Study in Dynamic Text Theory" (2022): coherence is a property of the way humans see the world, "projecting forms of connectedness and consistency onto given phenomena, the way we act in various contexts" (Fritz 2022, pp. 9–10).

Discourse coherence and cohesion are critical textual properties, along with intentionality, acceptability, informativity, situationality and intertextuality, as defined by R. A. de Beaugrande and W. U. Dressler (De Beaugrande and Dressler 1981). Their ideas resonate with M. Halliday and R. Hasan's model of coherence analysis in terms of the occurrence of the thematic progression patterns and different coherence relations as well as cohesion analysis based on the distinction of the types of cohesion which include reference, substitution, ellipsis, conjunction and lexical cohesion in the text (Halliday and Hasan 1976; Facon 2020).

Danielle S. McNamara argues that levels of cohesion emerge in text based on the epistemic stance of the author relative to the reader. Less skilled writers tend to use more cohesive cues (when they are likely unnecessary) than more skilled writers do (McNamara 2013).

Examining how readers process short story texts, M. Toolan concludes that situation, repetition and picturing are central to "making sense of the narrative text", as well as the reader's ethical and emotional involvement (Toolan 2016).

For a more detailed consideration of cohesion, M. Halliday and R. Hasan distinguish between *grammatical (reference, substitution, ellipsis)* and *lexical* cohesion. *Conjunction* is seen as a form of grammatical cohesion with a lexical component in it (Halliday

and Hasan 1976, p. 6). L. Jeffries and D. McIntyre define cohesion as a functional category of a text. Using an example from a book for children, the authors introduce the notion of super-cohesion, which is present in the texts that require a clear understanding of cohesive ties by representatives of a certain group of readers, i.e. children. The term *super-cohesion* can be used to describe an overly cohesive text whose main characteristics are an abundance of lexical and grammatical repetitions, complete or partial parallelism, a lower amount of substitution compared to adult literature, and an almost complete absence of ellipsis. Such texts are important not only for practical reasons, but also from a pedagogical point of view, as they help young readers to learn how to process texts (Jeffries and McIntyre 2010, pp. 85–86).

Modern research of cohesion-related questions involves the use of corpora (Yasmin et al. 2023), automated digital tools and neural networks (Crossley et al. 2019; Green 2015; Lei 2021). Russian scholars investigate the use of software tools to asses and enhance cohesion of instructional and narrative texts (Medvedev and Solnyshkina 2023).

A separate category of research consists of works devoted to coherence and cohesion in children's literature (they are discussed in Sect. 6 (Findings) of the article).

4 Purpose of the Study

The main purpose of the study is the exploration of linguistic and structural peculiarities of African fairytales in terms of their coherence and cohesion. These textual characteristics provide contiguity and interaction of meanings; moreover, the texts of African fairytales demonstrate a certain similarity when it comes to maintaining cohesive ties. The material used for the present research is post-colonial literature of Nigeria for children ("How the Leopard Got His Claws" by Chinua Achebe and John Iroaganachi) and the fairytales by Ivorian writer Bernard Dadié (the story collection "The African Legends").

5 Research Methods

In order to examine the structure and meaning of the fairytales in detail, general philosophical and general philological methods were used; it was also necessary to apply certain methods specific to literary analysis. Among the general philosophical methods, the following must be pointed out: comparative method, observational methods and techniques, quantitative and statistical analysis.

The general philological methods used for text analysis include the following.

Distributional analysis, which focuses on all contexts in which a lexical unit can be found, allows to analyze the possible irregularities of lexical collocations and syntactic structures. These reflect the author's imagery and evaluation. Methods of contextology help establish external and internal connections within the text, define the relationship between contextual meanings of lexical units and their habitual usage patterns in the speech of native speakers. Structural analysis makes it possible to reveal the peculiarities of text structure and organization, to highlight semantic cores and peripheries, and to analyze sequences of episodes. Structural methods can also be used in order to review the levels of text cohesion mechanisms. Semiotic analysis involves the survey of the

structure of fairytales. The main aspect of this method is the study of text structure in accordance with the system of semiotic elements of a text, i.e. repetitions, antithesis, analogies, etc. The stages of this approach imply, among other things, a hierarchical study of text units (the analysis of the phonetic and grammatical structure of the text, the review of its vocabulary and semantics) and the analysis of rhyme and rhythm. Repetitions of key words, phrases and expressions facilitate the creation of concepts and help reflect the peculiarities of the represented world.

The methods peculiar to literary analysis include the following.

Intertextual analysis is essential to discover parallels between ideas and images within a broader literary context. The mechanism that allows authors to make these connections with other texts is intertextuality, created by recurring allusions, quotations and epigraphs. Methods of semantics and stylistics are based on the search for the features of particular expressive means, such as words, expressions, stresses, etc., among the vast variety of rhythmic structures based on these means. The method of "word-image" is seen as a reflection on the interaction between the rhythmic arrangement of expressive means that create an image and the actual character of the image that is created. The analysis of motives is necessary in order to fully understand the structure and composition of the text. Combined with intertextual and contextual analysis, the analysis of motives is based on recurrence, repetitive nature of a text, its semantic intensity, and aesthetic quality.

6 Findings

6.1 Specific Features of Text Cohesion in Post-colonial Nigerian Literature for Children (Based on the Material of Chinua Achebe's and John Iroaganachi's Fairytale "How the Leopard Got His Claws")

The fairytale "How the Leopard Got His Claws" (Achebe and Iroaganachi 1996) was first published in 1972. Prior to the publication of "How the Leopard Got His Claws," Chinua Achebe and Christopher Okigbo had set up a publishing house called Citadel Press. As a publisher, C. Achebe, who is considered one of the founders of modern African literature (Kaprievich 2023, p. 440), was aiming to publish more books for children with the intent to attract more readers to the oral tradition of the peoples of Nigeria (Obaeto 1997, p. 123). One of the first manuscripts received by the fledgling publishing company was the tale "How the Dog was Domesticated" by John Iroaganachi. The text was later substantially revised and edited by C. Achebe and published as "How the Leopard Got His Claws".

It is necessary to note that the manuscript must have been received by the publishing house as early as 1967. A. Mushengyezi points out that J. Iroaganachi's fairytale should be regarded as an etiological animal fable which was transformed by its editor C. Achebe into a complex metaphor of the Nigerian Civil War (The Oxford Encyclopedia of Children's Literature 2006, p. 300).

C. Achebe himself explained that he had decided to alter the story because he had felt it was not right to show a kind animal become a slave to humans. Moreover, the edited text followed the Igbo philosophy, but remained fully comprehensible to representatives of other nations. Finally, the story and the dialogues were altered in accordance with

the needs of the new target audience, i.e. children. Because of that, the editor made a decision to verify the cultural realia and add the moral aspect to the story. The edited text had to appeal not only to children but their parents as well (Ohaeto 1997, p. 126). The fairytale, which was largely written in prose, also included several poetic elements penned by C. Achebe's close friend and frequent collaborator C. Okigbo (Ohaeto 1997, p. 126).

Thus, it is possible to highlight the following peculiarities of the structure and composition of the fairytale: it uses the oral tradition of Igbo as its conceptual foundation; it metaphorically reflects the historical events of the era in which it was written and published, which is why it retains its appeal to both children and adults; it combines two forms of written expression, i.e. prose and poetry. The distinctive features of the target audience and the writers' adherence to spoken discourse determine the devices used to make the text cohesive.

It is worthy of noting that cohesive devices in written discourse based on the oral tradition have already become objects of linguistic interest. Thus, B. D. Tsyrendorzhieva's 2021 research focuses the scientist's attention on Buryat fairytales (Tsyrendorzhieva 2021, p. 2451).

In the fairytale by C. Achebe and J. Iroaganachi, anaphoric reference is the predominant way of organizing the text:

(a) *In the beginning… **all the animals** in the forest lived as friends. **Their** king was **the leopard**. **He** was strong, but gentle and wise. **He** ruled **the animals** well, and they all liked **him**.*

Example (a) shows a typical case of anaphoric reference, which is realized by personal and possessive singular and plural third-person pronouns.

It is also worth mentioning that there are no cases of cataphoric reference in the fairytale. This may be due to the fact that anaphoric reference is generally more common in English texts, for instance, Yu. A. Levitsky illustrates only anaphoric reference in his research on formal types of cohesion in English (Levitsky 2006, pp. 109–116). Therefore, it can be assumed that anaphoric reference will be easier for the younger members of the audience to have a grasp of.

Although elliptical constructions can be difficult for young readers to understand (Jeffries and McIntyre 2010, p. 85), "How the Leopard Got His Claws" shows two cases of ellipsis:

(b) *"This is a good idea," said the giraffe. "Yes, **a very good idea**," said many other animals.*
(c) *"**We need a shelter**," said the monkey, jumping up and down in excitement. "Perhaps **we need one**, perhaps **we don't**," said the lazy baboon sitting on the low fence of the square.*

Both examples are found in dialogical speech. On the one hand, elliptical structures illustrate the peculiarities of spoken discourse, somehow preparing the young readers for real-life communication. On the other hand, such constructions are rather simple to comprehend as they are accompanied by other cohesive ties: syntactic and lexical repetition (*a good idea—a very good idea; perhaps we need—perhaps we don't*) and reference (*a shelter—one*).

In the fairytale, there are also several cases of substitution, which are not commonly found in literature for children:

(d) "It is foolish to carry sharp things in the mouth," said the tortoise. "**I think so** too," said the goat.
(e) *The tortoise stood up and said: "I am sure we are all sorry about what has happened to the leopard. But he was foolish to talk to the dog* ***the way he did****."*

In example (d), the adverb as part of a fixed phrase replaces the tortoise's full utterance (*so = that it is foolish to carry sharp things in the mouth*). Such cases of substitution are similar to ellipsis because so is used to replace the preceding clause and, similar to ellipsis, helps the writer to avoid repetition by reducing and compressing the utterance (Carter and McCarthy 2006, p. 142). Example (e) shows the substitution of the preceding verb phrase, which also makes the utterance more compact (Carter and McCarthy 2006, pp. 252–253). The authors of the fairytale are likely to have been willing to illustrate the use of clichéd responses and to teach young readers to use such phrases correctly in their own speech.

The text of the fairytale utilises all types of conjunction. In most cases, conjunctive ties are maintained through the use of discourse markers, the functioning of which in literary discourse has been the subject of academic research (Kupcov 2023, pp. 581–582).

Additive and adversative conjunction is expressed by conjunctions and but placed at the front of simple one-clause sentences:

(f) *The leopard said to him: "I want the strongest teeth you can make from iron. And I want the most deadly claws you can make from bronze."*

There are also several instances of adversative conjunction expressed by although in complex sentences with adverbial clauses of concession:

(g) ***Although*** *they worked very hard everyone was merry.*

Some complex sentences exemplify causal conjunction. This is expressed by various elements and occasionally comes combined with temporal conjunction:

(h) ***If*** *he should refuse to follow you, you must grad him along. If we let him go, others may soon follow his wicked example* ***until*** *there is no one left in our village.*

Temporal conjunction is also expressed by adverbials of time at the beginning of a sentence (i). It is also highlighted by contrasting tense-aspect verb forms, which is accompanied by causal conjunction (j):

(i) ***After many weeks*** *they finished the building.*
(j) *He loved the animals greatly, but they* ***had turned their backs on him****. Now he knew they were cowards.* ***So he turned his back*** *on them and went away.*

Lexical cohesion in "How the Leopard Got His Claws" is often used alongside another common cohesive device—lexical and syntactic repetition. Cases of parallelism and repetition serve several functions in the fairytale.

Syntactic repetition as a cohesive device helps the authors organize dialogical speech. All dialogues in the text are presented as direct speech which is always supported by

reporting clauses. Such clauses with parallel syntax help the reader identify the speaker and avoid ambiguity.

Repetitions of lexical units are often accompanied by another type of cohesion—substitution—in order to teach the target audience how to use conversion—a type of word formation common in modern English:

(k) *The leopard travelled seven days and seven nights <…> The leopard journeyed for seven days and seven nights and returned to the village of the animals.*
(l) *The leopard knocked at the door and Thunder roared across the sky <…> "Let everyone take from the hall what he put into it," repeated the leopard. "And hurry up!" he thundered.*

Example (k) shows the verb to journey—*to travel somewhere*' (Cambridge Dictionary), the meaning of which can be understood by the reader through the use of synonyms *to travel—to journey* supported by the use of symploce; example (l) teaches the target audience to use personification, as *Thunder* assumes a human appearance in the fairytale. In this example, the meaning of the verb *to thunder*—'*to shout angrily*' is the result of a metaphorical transfer. Thus, young readers will master not only conversion but also one of the mechanisms of meaning extension in modern English.

The poetic text by C. Okigbo is filled with repetitions and substitutions. Epistrophe ensures cohesion of the text and its clearer understanding by young readers; it also brings out the rhythmic quality of the text. At the same time, substitution, coupled with epistrophe, creates periphrasis:

(m) *O* ***Leopard****—Our* ***noble king—Spotted king*** *of the forest; The* ***house*** *the animals built—The common* ***shelter*** *we built.*

It is worth noting that each successive line in example (m) utilises more elevated vocabulary. This may be attributed to the fact that the authors of the text aim to broaden the readers' active vocabulary, at the same time keeping the cohesive ties within the text fairly recognizable.

When it comes to lexical cohesion in "How the Leopard Got His Claws", it is also necessary to mention an interesting case of super-cohesion. The climax of the story shows weather deterioration and an impending storm. To describe this, C. Achebe and J. Iroaganachi use a significant number of words and idioms that belong to the semantic fields weather and animals:

(n) *… Then strong winds began to blow.* ***Dark clouds*** *hid the sun. The first rain was coming. The* ***song-birds*** *stopped their singing. The* ***humming insects*** *became quiet.* ***Lightning flashed*** *across the* ***dark clouds****.* ***Claps of thunder*** *sounded****. The rain poured and poured…***

It may be assumed that this kind of super-cohesion is created for pedagogical reasons: the authors introduce a lot of vocabulary on a certain topic, occasionally repeating these words, in order to teach the audience to use English collocations.

In general, "How the Leopard Got His Claws", aimed at a young audience, meets the criteria of super-cohesion as defined by L. Jeffries and D. McIntyre. However, it is to be noted that the kind of super-cohesion found in this Nigerian fairytale is quite specific; its idiosyncrasy can be attributed to the peculiar features of the target audience.

Speaking of Nigeria as a modern post-colonial state, C. Achebe made a point that the language of the colonizers had united separate ethnicities into bigger countries and allowed the representatives of one nation to communicate with other nations. According to C. Achebe, this is the main reason why the population of Nigeria needs to use English without altering it too much in order for it to remain the language of international communication (Yakovlev 2023, p. 153). Super-cohesion in "How the Leopard Got His Claws" has an evident pedagogical aspect to it: it is used so that children in Nigeria could master the English language, which makes this fairytale different from any other texts used by L. Jeffries and D. McIntyre to illustrate the concept of super-cohesion.

6.2 Features of Cohesion Based on Rhythmic Means in African Tales by Bernard Dadié (Côte D'Ivoire)

The collection "African Legends" by Bernard Dadié (1916–2019) was published in 1945 and became a founding classic. The death a few months ago of this great writer and politician, the "father of Ivorian literature", is an opportunity to rediscover these emblematic texts, which have been republished many times. Here are sixteen stories from the different peoples of his country, which open with "The Legend of the Baoulé", or how the Baoulé got their name thanks to the sacrifice of their queen, Pokou; Kakou Ananzè, the spider, "a creature full of vices, of which malice and deceit are the least", meets the orphan Codjo; "In the Light of the Setting Sun" tells of the terrible end of a hitherto perfect friendship.

The rich, even lyrical, writing is most delightful, in full proximity to the worlds and beings it describes. There is a great variety of stories there, reflecting the traditions that support them. In an omnipresent nature, gods, men, stars and heavenly or animal creatures coexist without real boundaries. As for humans, they are what they are, having perhaps seen better days when they lived in close proximity to benevolent gods. And the author notes that "evil exists through the triumph of the ignorance and incomprehension of others". To these stories from the dawn of time, deliciously brought to life, the author sometimes adds a discreet topicality or a personal feeling.

The very first fairytale that begins the collection of African legends is the "Baule Legend", which tells how this people came to be, the sacrifice made by the queen who gave up her child in the name of the people, their life and prosperity. The Song of Hope, written in the Baule language, is repeated twice in the tale; the song is as much a part of the culture as his life and chronicle. The text of the legend is full of different means of expressing rhythm, including gradation, syntactic parallelism, reduplication, simple homogeneous elements, anaphora, diacope. Here are some examples: *Il y a* ***longtemps****, très* ***longtemps****, vivait au bord d'une lagune calme, une tribu paisible de nos frères* (gradation);

Et la ***reine****, la* ***reine*** *Poku, était* ***la plus belle parmi les plus belles*** (reduplication and derivation);

Ses jeunes hommes étaient nombreux, nobles et courageux, ses femmes étaient belles et joyeuses (syntactic parallelism);

Alors des hippopotames <…> formèrent un ***pont*** *et sur ce* ***pont*** *miraculeux, le people en fuite passa enchantant* (diacope).

The rhythmic devices in the above examples are the most active in the fairytales in Bernard Dadié's collection. But that is not all: there is also a series of unusual, homogeneous elements which, like a network, link together the entire narrative, including the description of people, their actions, animals and plants, and the whole world of Dadié's fairytales. The educational function of his tales is based on repetition: by clarifying and revealing the image, the author tries to describe in detail what is important for the young reader to know. By repeating this or that word, he conveys certain sacred meanings that are essential to the Baule people and that should be part of every young Ivorian's picture of the world. But Dadié's tales are not only for children, they are also for adults, because they are metaphorical, they have a certain mission—to preserve history, albeit in such a veiled form. Not for nothing was Bernard Dadié called the chronicler of his people. Constant confrontation, the colonial past, the fight against hunger and disease, revolutions and the injustice of those in power—everything in his stories is allegorical.

The unity with nature and the wisdom that the Baule people derive from it is represented in almost every fairytale. The confrontation between birds and animals over a water source is a metaphorical image of the division of power, intransigence and stupidity. The anaphoric repetition in the following example is evidence that the ape, as the animal closest in origin to man, sees itself as dominant: ***Le Singe*** *griffa…* ***Le Singe*** *eut l'oeil poché, beaucoup d'égratinures.* Then comes the war song: *Tout d'un coup les oiseaux selevèrent du sol et les animaux ouïrent un* ***chant*** *étranger un* ***chant*** *de guerre qu'ils n'avaient jamais entendu* (diacope). The peace of nature was disturbed, death and destruction came. This theme of the destruction of the established, the old, the familiar, is often found in Dadié's tales. For example, in the tale "La Saunerie de la Vielle d'Amafi", we see that the Baule people, who live in happiness and joy in harmony with nature, have some beliefs of their own in the dark and threatening. So there were rumours among the people about an old woman who worked in the saltworks and nobody knew her name, everybody believed that she was evil, harmful, the devil himself was afraid of her and nobody loved her. And she was a symbol of everything that could threaten people—anger and rejection.

The following examples illustrate the happy life of the Baule people: *Les enfants étaient* ***heureux****, les mamans plus* ***heureuses*** *encore* (syntactic parallelism, derivation). *Les* ***festins*** *succédaient aux* ***festins*** *(diacope). L'homme était* ***heureux****, très* ***heureux*** (gradation repetition).

The description of the old woman brings gloomy notes to their peaceful existence: *<…> une bien méchante femme, qui, ayant* ***vainement frappe*** *à la porte du diable et aussi* ***vainement frappe*** *à celle du paradis, avait pris tous les hommes en grippe. Elle portait la guigne* (diacope).

The same old woman appears in the fairytale "La mort des hommes". It is the story of how, after the division of heaven and earth, she replaced people's happiness with disease: ***Peste, Vatiole, Typhoïde Pian, Coqueluche****, que sais-je encore?* (uncomplicated homogeneous sentence members). So disease and death came to the village: *Et voilà ce que les hommes gagnèrent en la compagnie de la "****Vielle d'Amafi****", la "****Vielle****" aux seins flasques et taris, la "****Vieille****" que l'on disait porter la guigne <…>* (diacope). The metaphorical description of the old woman with an empty and limp breast in the previous tale is a symbol of her unsuitability and uselessness. In Dadié's tales, the image

of a woman's breast as a source of nourishment and life is common. The image of an old woman who brings misfortune can be read as the difficult history of the peoples of the Republic and of Africa as a whole, who are thus striving to free themselves from the burden of "foreign" power, striving for freedom and something new.

The description of the Forest in the fairytale "Nénuphar" la reine des eaux" is magical: the forest is an enchanted world, beautiful, free from everything bad, alive and giving life. The anaphoric repetition in the following example encourages the reader to enjoy its appearance and freshness: *La forêt!* ***l'avez-vous vue*** *noduler sous la brise du matin <…>* ***L'avez-vous vue*** *frémir, la forêt, puis gémir et se tordre sous l'orage <…>* . The forest becomes a living creature in Dadié's tale, breathing, sighing, trembling, torn by winds and storms, crying.

Another striking image is the spider queen in the fairytale "Le règne d'araignée", who ruined her people, lived in luxury, spending money for no purpose; *C'était plus qu'une ville, un* ***royaume****, plus qu'un* ***royaume****, un veritable empire.* Syntactic parallelism and gradation add to the impression of the size of her kingdom. Anaphoric repetitions in sentences describing her powers and importance indicate the manner in which she was exalted and praised by her servants and messengers: ***Araignée****, la Grande, la Forte, l'Invincible!* ***Araignée*** *l'Unique. <…>* ***Sans elle*** *le monde ne serait pas. <…>* ***Sans elle*** *la lumière s'éteindrait.* ***Sans elle*** *les hommes et les animaux ne connaîtraient pas le bonheur.*

At the same time, with the help of uncomplicated homogeneous members of the sentence and a simple enumeration, the author shows the extent of the troubles under her: *<…> vingt-cinq années de* ***massacres*** *et de* ***carnage****, de* ***corvées*** *et* ***d'impôts****,* ***d'affronts*** *et de* ***représsaillles****…*

The same device was used to show the number of militiamen rising against the Queen: *Éperviers, moineaux, criards et mutins, corbeaux à collerette blanche, oiseaux-mouches, martins-pêcheurs, toucans, colibris, pelicans <…>*

Neither heaven, nor earth, nor her subjects wanted to save her: *L'impératrice essaya de creuser la terre pour s'ycacher. La terre refusait de se laisser creuser. <…> Elle cria vers le ciel, le ciel résta sourd. Elle emplora ses sujets en révolte, les sujets marchaient toujours* (diacope and anadiplosis combined with syntactic parallelism).

7 Conclusion

The texts of African fairytales exemplify all types of cohesion as suggested by M. Halliday and R. Hasan. The cohesive ties that are most common in the English-language fairytales are different kinds of conjunction (51% of all cases found), anaphoric reference (20%), lexical cohesion (14%), substitution (12%), and several cases of ellipsis. C. Achebe and J. Iroaganachi use parallel structures and lexical repetition, enrich the vocabulary of their target audience by applying periphrases and exploiting synonymy. Lexical cohesive ties help the authors teach children how to use conversion, metaphors, and personification.

It is also necessary to mention that cohesion is made possible through the use of such a universal mechanism as rhythm. In the fairytales by Bernard Dadié, cohesion as a conceptual and linguistic unity is executed with the help of two most common ties:

non-expanded homogeneous elements (23%) and diacope—a fixed-interval repetition of words within one sentence or between two short sentences (26%). The occurrence of these ties in the fairytales is the highest. Climax and climactic repetition (12%), reduplication (13%), and anadiplosis (8%) are not used so actively but these expressive means often contribute to the imagery created by the author. Syntactic parallelism (7%) and anaphora (8%) are not so frequent either but in certain contexts, they prove to be the most important means of conveying the imagery. When used as cohesive ties that ensure the overall coherence of a text, epistrophe, polyptoton, and derivation are only used sporadically.

The use of each type of cohesive tie is dictated by the actualization of the necessary units of the language in order to create certain imagery. Cohesive ties, such as homogeneous elements and diacope, bring out prominent peculiarities of the text, which can be seen at the level of its semantic coherence.

Fairytales are examples of the most ancient texts created by humans. Such texts express our knowledge of the world, communicate the experience of many generations, and serve as a key to our national consciousness. If fairytales from different parts of the world are introduced into the process of education, teachers can also emphasize the educational, cultural, social, and pedagogical value of these texts.

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Acknowledgements. The article was written within the framework of the state assignment to Yaroslavl State Pedagogical University named after K.D. Ushinsky for 2025 from the Ministry of Education of the Russian Federation on the topic: “Axiological foundations for the formation of value orientations of students within the framework of international academic mobility in the higher education systems of Russia and West Africa (Ghana, Côte d’Ivoire)” (registration number 720000F.99.1.BN62AB84000).

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Provocation Teaching Method in ESP Context

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Abstract. The paper focuses on the provocation teaching method used in an ESP classroom, with the key goal of scrutinizing its particular constituents that may cater for the learners' unique demands and help them improve language fluency. The case study was conducted within the scope of an ESP course taken by chemistry students at Lomonosov Moscow State University and employed learners' needs analysis, classroom experiments, empirical observation and feedback from students as data collection and assessment techniques. Based on current and target needs identified through questionnaires and interviews, a variety of provocative assignments were developed and tested in terms of their efficacy and contribution to learners' performance in the classroom. Our findings suggest that the essential components of the provocation method in ESP context include the authentic content materials focusing on issues within the learners' professional domain, collaborative discussion as a way to solve the language tasks they are confronted with, independent search for information, and the teacher's role as a classroom moderator rather than an expert. The study is novel in that it goes beyond the theoretical investigation of the provocation approach in teaching and bridges the gap between theory and practice by offering insights for ESP practitioners seeking to shape and improve their courses in a variety of contexts.

Keywords: Provocation in teaching · English for special purposes · ESP course for chemistry students · Learners' needs analysis · Active language skills

1 Introduction

The importance of learning foreign languages in today's context of globalization and growing information exchange between nations is widely recognized by both teachers and students worldwide. Using two or more languages on a daily basis is becoming increasingly common due to social transformations and major economic changes (Ovchinnikova and Pavlova 2021). At that, the leading role belongs to the English language as a lingua franca that dominates the entire international communication and is therefore firmly ingrained in academic curricula at schools, colleges and universities. This makes teachers constantly search for innovative approaches that would ensure flexibility in the ever-changing educational environment, help overcome the challenges of customary teaching practices, effectively address students' needs and meet the growing requirements to what is currently viewed as the adequate level of English language proficiency.

© The Author(s), under exclusive license to Springer Nature Switzerland AG 2025
E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_21

As far as English for Special Purposes (ESP) is concerned, the teachers are confronted with a double dilemma. Firstly, it is important to help students achieve the required level of language competence in a general sense, which implies good speaking and writing skills in the first place. Secondly, it is crucial not to lose sight of specific ESP content aiming to meet the 'special needs' of the learners. The stumbling stone here seems to be a vague understanding of the exact scope and nature of such 'special needs' that are often loosely described as a specific-purpose language ability combining both language and profession-related content (Andreeva 2021; Gordeeva and Myasnikova 2022; Jande and Ibrahim 2021). Since the blurred vision of the target invariably hinders the choice of proper strategies for its achievement, some researchers justifiably complain about the absence of a holistic, integrative ESP teaching strategy, with all the existing textbooks being either too generalized or narrow-focused, or not suitable for students specializing in a particular discipline (Andanty 2020). The challenges of defining and prioritizing ESP needs are further amplified by the risk that these needs can be subjectively understood by foreign language teachers who cannot claim content expertise in their students' subject domain (Whyte and Sarré 2017). Said differently, the particular ESP skills that may seem highly relevant to an English language teacher may in reality prove to be less important, or transform in parallel with technological development. ESP teachers have therefore to continuously develop their intellectual and critical thinking abilities to keep up with any changes in the educational environment (Khanbalaeva 2023; Larrivee 2000) and, whenever possible, cooperate with content teachers to adjust ESP courses to their students' specific demands (Dubenkova 2020; Ivanova 2020; Mejri 2024).

Given the diversity and complexity of tasks ESP teachers are faced with, we decided to take a closer look at the ***provocation teaching method*** as the one that gained prominence quite a while ago and investigate its potential to foster language progress in ESP environment. In some sense, we will proceed over well-worn ground in what relates to the idea of provocation in teaching, but in doing so, we will take a different path than others, focusing on its properties and characteristics that might be of special relevance in an ESP classroom.

2 Problem Statement

The idea of using provocation in teaching foreign languages (along with many other disciplines) is not new. Its theoretical premise suggests that the virtual problem the learners are challenged with spurs them to use their self-development potential while working out an appropriate solution. Functioning as a catalyst, provocation mobilizes students to accumulate individual learning experience through confrontation and conflict (Solovyova and Ivanova 2022) and encourages them to cooperate with each other in order to reach a compromise. At that, the double benefit is gained. Since the compromise is always achieved through discussion and argumentation, it promotes the development of communicative skills as the ultimate target of any language teaching. In addition to that, the problematic environment in which the learners find themselves fosters critical thinking, deeper learning, and reflective thought. Collaborative discussions expose them to new, unfamiliar ways of thinking and ideas that may come in conflict with their own beliefs and experiences. A number of studies suggest that it is through this form of

active knowledge sharing that critical reflection, restatement of previously held opinions, creativity, new ideas, effective negotiation and learning occurs (Dombrovskaya and Militskaya 2019; Larrivee 2000).

In the extensive literature on the topic, provocation teaching method is often referred to under different names, such as the pedagogy of difficulty (Nelson and Harper 2006), case method (Kurchenko 2021), project-based or task-based learning (Andanty 2020; Kuznetsova 2020; Protasenko 2019). Whatever the method is called, the researchers share the view that the cognitive dissonance caused by provocation triggers inquiry, independent thought and knowledge construction.

Although the strengths of the provocation method as the one based on essential human cognition mechanisms are undeniable, its implementation in ESP classroom requires clear understanding not only of the central idea, but also of the particular constituent elements that contribute to the efficiency of the teaching process. This seems to be a major constraint nowadays, since most studies provide just the general overview of the provocation teaching philosophy and highlight its advantages in terms of critical thinking and knowledge acquisition rather than specify its components and explain how these can be put into practice in an ESP classroom. This paper aims to fill this gap by summarizing the experience of ESP teaching to chemistry students and identifying the concrete elements of the provocation method that may be used by course designers and classroom practitioners alike to improve learners' experience.

3 Research Questions

Given the aforementioned goal, the range of questions to be answered throughout the study includes the following: (1) What are the particular elements of the provocation teaching method that might be relevant in an ESP classroom? (2) How can these elements be put into practice through class assignments? (3) What language skills can be most effectively taught with the use of the provocation approach?

4 Purpose of the Study

As mentioned above, the purpose of the study is to go beyond the general description of the provocation teaching method and explore its structure and composition from the point of view of potential benefits for ESP students. More broadly, this means bridging the gap between research and practice, expanding methodological support for ESP teachers and offering them new practical insights to improve current teaching practices. Investigations of this kind may generate better understanding of links between special needs experienced by ESP students and the potential of pedagogic techniques that may be used to fulfill those needs. Furthermore, our great hope is to make a small but valuable contribution to ESP didactics by encouraging teachers to be more reflective and creative in their everyday practices. As it was keenly observed by J. Dewey almost a century ago, non-reflective, routine attitude to teaching makes teachers 'lose sight of the purpose to which they are working and merely become agents of others' (Dewey 1933, as cited in Zeichner and Liston 1996, p. 9).

5 Research Methods

The present research employed the case study method. To achieve the purpose in view, we identified a number of individual tasks to be fulfilled. First of all, we arranged a questionnaire survey among students to interview them on typical situations in which they use English nowadays (current situation analysis), as well as their vision of future situations in which the knowledge of English might come in handy (target situation analysis). Needs analysis helps pinpoint the precise linguistic demands of the learners and is commonly viewed by researchers as a crucial tool in designing ESP courses (Ibrahim 2020; Kenny 2016; Mejri 2024).

Secondly, we experimented in the classroom by trying out various combinations of provocative tasks developed to suit the students' learning objectives based on their current and target needs. Observation, empirical enquiry and feedback from students were used to collect data and assess learners' attitude towards ESP classes, their comprehension of tasks and assignments, involvement in learning experience, and overall progress in English. The research was conducted in 2022–2024 at the Chemistry Faculty of Lomonosov Moscow State University and involved thirty-eight first- and second-year students taking an ESP course.

6 Findings

6.1 Defining Learners' Needs and Wants

The starting point of our research was to identify the students' current and potential target needs in what relates to the use of English. At that, we focused exclusively on situations falling within the scope of the students' academic and/or future professional activity, which is quite common for ESP course designers (Rogova et al. 2020). The current needs imply situations in which students use English nowadays, whether in oral or written form. The target needs are, in fact, a combination of 'needs' and 'wants', as they reflect the students' vision of how and why they might use English in the future in the context of their career plans and goals. Unsurprisingly and predictably, both needs and wants vary individually for every student, yet some general trends are visible (see Fig. 1).

The questionnaire survey made it clear that 100% of respondents regularly read scientific papers in English when working on their annual research projects. Some students mentioned that the research literature in their subject is nowadays predominantly available in English. In addition to that, almost half of students find textbooks and chemistry manuals in their native language insufficient for a comprehensive coverage of narrow-focused issues. As concerns target needs, about 75% of respondents would like to be able to take part in student exchange programs where good English speaking skills are necessary, and work internationally in the future. One fourth of all students are thinking of taking an international English exam in the future, although its requirements and structure are not quite clear for them now. In addition, nearly 40% of respondents mentioned they are planning to write scientific articles in English and present their research findings at international conferences whenever possible.

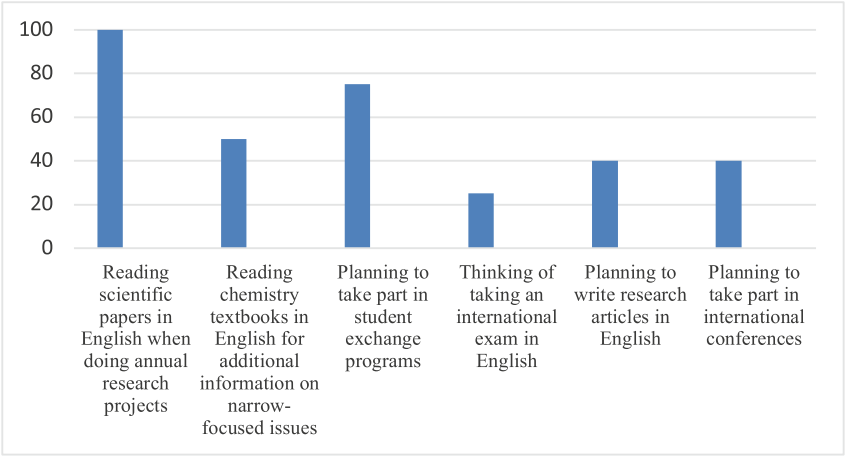

Fig. 1 Students' current and target needs in ESP context

6.2 Designing and Testing Provocative Assignments in the Classroom

At the next stage, we continuously asked students to complete tasks and assignments all of which were provocative in nature and challenged them with a certain problem to be solved through discussions and negotiations with their classmates. The tasks were designed with account for two major aspects. Firstly, the students' needs and wants identified through the questionnaire survey were used as the basis in selecting topics and ideas for discussion. Secondly, as it already follows from the previous point, most tasks were aimed at the development of speaking and writing as the productive language skills. This approach corresponds to the present-day vision of foreign language fluency as the ability to use it for communication with other people in the first place (Erard 2012), and is fully in line with the students' ideas of how and why they might need to use English in the future.

The range of issues covered. The work in the classroom was organized as follows. The students were given an article on a chemistry-related topic that they could read either at home or in the classroom. The articles originated from the authentic science magazines or open-access materials of international chemical societies, and covered issues as diverse as genome editing methods, the effect of gaseous compounds on human health, chemicals' persistence in the environment, carcinogenic potency of certain toxic substances, indigenous versions of the periodic table etc. The collection of articles included also those focusing on some global problems at the intersection of chemistry with other branches of science, e.g. nuclear power and alternative energy sources, product safety, sustainability & recycling, climate change, chemicals in commerce etc., and topics that might be relevant for students in the context of scientific methodology used for acquisition of knowledge, such as the distinction between observations and assumptions, confirmation bias, preconceptions and ethical dilemmas in science, ways to spot misinformation in science news etc.

The problem stated in the article was put forward for further discussion in the worksheet that comprised provocative tasks encouraging students to speak, search for additional information and cooperate with their classmates while carrying out classroom projects. Examples of some worksheet tasks are shown below.

Task examples. (a) When considering the right balance between chemicals, the environment and human health, we asked students to discuss the following: Should any toxic chemical substances be restricted in their use or banned altogether? Is it acceptable to allow the use of toxic chemicals in commerce for the sake of convenience they add to products? Is the current assessment and regulation of toxic substances sufficient to protect the society? Do you ever doubt the safety of your purchases?

(b) When discussing toxic substances and their effect on the environment, students were asked to compile a list of the most hazardous substances and deliver short presentations in the classroom, sharing information on the specific characteristics of substances, hazardous effect on human health and environment, areas of application etc.

(c) When discussing climate change issues, students worked with their speaking partners to draw up a list of measures that could be implemented locally (in their town, community or household) to fight climate change.

(d) When discussing the genome-editing technology, students joined their efforts to draw up a list of questions they would potentially ask the scientists working on its implementation and think of possible answers they would provide in the place of scientists. In addition to that, students were invited to express their own opinion on which uses of genome editing should be allowable and which should be under a moratorium.

(e) When discussing sustainability and recycling issues, students studied the collection of sustainability quotes and commented on those that resonated with them the most, e.g. “The most environmentally friendly product is the one you didn’t buy”, “The world is changed by your example, not by your opinion”, “What’s the use of a fine house if you haven’t got a tolerable planet to put it on” etc.

(f) When considering the idea of assumptions as statements that are presumed to be true without concrete evidence to support them, students were provided with a list of common assumptions that they had to comment on, e.g. “Taking risks is bad”, “Technology makes life easier”, “People who fail just do not work had enough”, “Quiet people are shy”, “All phenomena have natural causes”, “Knowledge is derived from acquisition of experience”, “Charity is driven by altruistic motives” etc.

(g) When gaining an insight into local versions of the periodic table translated into some indigenous languages, students were brought closer to the idea of academic success being inextricably linked to the knowledge of certain languages. Furthermore, they were asked the related questions, e.g. “How can the knowledge of foreign languages help you advance in your education?”, “Is there any key, universal language used by the majority of academic community on a global basis?”, “Can the ignorance of foreign languages hinder academic success and career prospects in your field of studies?” etc.

(h) When speaking about ways to read science and spot misinformation, which might be of special relevance for students regularly followings news in research and science journals, students were asked to find more about the predatory journals industry, lateral reading method, studies that are bound to give false positives etc. and then share information with their classmates.

As it follows from task examples above, all of them were designed to motivate students to develop their expertise in chemistry and overlapping sciences and at the same time to confront them with a communication task to be accomplished. In doing so, we aimed to create active learning environment and promote cooperative discussions in the classroom, where each student would have an opportunity to give their opinion and support it with arguments, listen to other perspectives on issues discussed, adopt a more critical position and reflect on previously held views. A number of earlier studies suggest that it is through the teamwork and creation of new, shared knowledge that the best effect from learning is achieved (Andanty 2020; Dombrovskaya and Militskaya 2019; Kurchenko 2021).

6.3 Identifying the Constituent Elements of the Provocation Method

To identify the essential constituent elements of the provocation method in ESP environment, we observed students at work, paying attention to their involvement, engagement, activity level, and struggle while doing the tasks. Our empirical findings, coupled with the students' feedback on the most inspiring classroom activities, allowed us to conclude that the efficiency of the provocation teaching technique may be significantly due to the factors shown in Fig. 2 and further commented on in following sections.

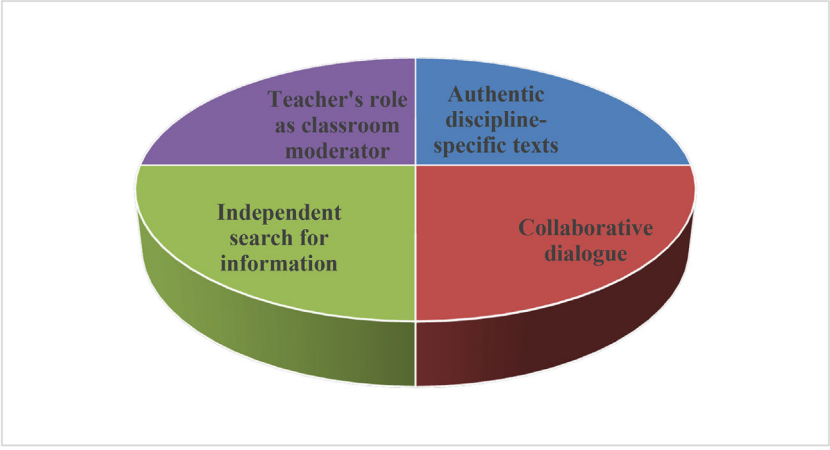

Fig. 2 Constituent elements of the provocation teaching method in an ESP classroom

Up-to-date, authentic texts discussing the current state of affairs in the learners' domain. In our study, classroom discussions were mostly revolving around chemistry. English textbooks for chemistry students traditionally cover such topics as the history of chemistry, periodic table and periodic law, states of matter, atoms and molecules, the theory of valence, liquids and solutions etc. (Harwood and Chadwick 2021; Sachkova et al. 2021). These information blocks are of immense practical value as they cover the basic chemistry syllabus, build up the essential vocabulary and boost students' confidence

in the subject. At the same time, the conventional, long-established content strongly needs to be supplemented with information on the latest achievements and developments in the learners' professional field. Thus, in chemistry it might be the so called 'green chemistry', new ways to use oil and petrochemical products for the production of chemicals, tailor-made polymers, quantum mechanical properties of substances, using microbiological synthesis in food products etc.

This approach puts the entire ESP teaching in the context of real life as it encourages students to think and speak about the most relevant issues at the core of their vocation and in this way lays practical groundwork for the fulfillment of their target needs in the future. A number of studies suggest that it is only through the authentic texts falling within the learners' sphere of interest that the best possible effect of ESP teaching can be achieved (Nikolaeva and Nurieva 2020; Smirnova 2022), which is explained, among other things, by the students' personal interest in the subject matter and the resulting growth of their internal motivation (Ivanova 2020).

Collaborative discussion as the dominant activity in the classroom. This element of the provocation teaching method is inextricably linked to the generally accepted view of good communication skills as the key indicator of language fluency and corresponds to learners' target needs identified at the initial stage of our research.

When solving tasks within the provocative framework, students join their efforts through opinion sharing and discussion. Being part of a community of learners encourages diverse thinking and knowledge-building discussion, providing learners with plentiful opportunities to practice English as they formulate their point of view, develop arguments, listen to other people talking and agree or disagree with them in increasingly sophisticated ways (Kaiser and Kaminski 1999; Sinclair 2009). Collaborative discussions, therefore, make an integral part of active learning environment that contributes to the enhancement of discourse skills in the broadest sense of the word, including linguistic, social, pragmatic and strategic aspects.

When giving feedback on classroom activities, the students mentioned that they viewed collaboration in the classroom as more appealing and engaging as compared with individual tasks, as it creates a natural context for language practice and invites them to consider real-life situations. On the physiological level, the attitudinal benefits of joint work are supported through the release of hormones responsible for the feeling of happiness, satisfaction and reward upon resolution of a task together with other group members.

Encouraging students to search for information. The idea of independent search for further information in addition to that provided by the teacher underpins the entire concept of provocation in teaching and, as our study has shown, keeps students active throughout the learning process. It is widely recognized that the information obtained through active learning is retained in human memory for longer as compared with other ways of its consumption. In the same way, the errors discovered and fixed by the learners themselves make it less likely that they will make the same error again.

In our study, the simplest tasks promoting further research by the students were active vocabulary lists missing the translation of words into their native language. This made students consult the dictionary every now and then, creating opportunities not only

to find out the meaning of an unknown word, but also to see it in sample contexts in dictionaries. Further types of research-motivating tasks included vocabulary crosswords enabling students to assess their comprehension level after reading the text and reread it if necessary.

Among the activities fostering independent search for information were also projects, presentations and short talks prepared by students in advance, delivered in the classroom, and followed by discussions with their peers. Our findings suggest that assignments of this kind are multifunctional. On the one hand, they bring the work outside the classroom and facilitate the development of professional knowledge. On the other hand, they contribute to increased confidence and comfort while speaking in front of the audience, put more focus on English, making students notice and correct their own errors, learn to present information in a structured and consistent way, and help improve their presentation and communication skills that fall within learners' target needs in ESP context.

The role of a teacher as a classroom moderator. The last but not the least important element of the provocation teaching method is the teacher's role in ESP classroom. Our observations confirm earlier findings that one of the contributors to participatory, proactive and collaborative attitude on the side of the students is a less hierarchical classroom, with the distribution of control among the community of learners and more emphasis on self-regulation (Lepenysheva and Ramantova 2020; Sinclair 2009). Since ESP teachers are far less knowledgeable or experienced than their students in the relevant field, it makes sense to draw on the learners' knowledge of the content matter and support their autonomy when speaking, exchanging opinions, and asking questions to clarify the ideas put forward in the classroom. In this way, the teacher acts as a moderator of collaborative discussions rather than a single expert, thus helping students progress beyond simply receiving knowledge to constructing it for themselves through the solution of provocative tasks.

7 Conclusion

Our study convincingly showed that the provocation method has good potential to effectively address both needs and wants of ESP students, bringing together the language and content aspects. The findings emerging from this study enabled us to provide answers to the questions stated initially.

The most important finding was a selection of the cornerstone elements of the method, such as authentic discipline-specific texts, collaborative discussion, independent search for information by learners and the teacher's role as a moderator of classroom activities. There are implications of this finding for ESP course designers aiming to improve the quality of courses offered to students. Furthermore, the aforementioned list is in no way exhaustive; it is open for further studies, depending, for example, on needs analysis of a particular community of ESP students or specific strategies pursued by practitioners and researchers alike.

Next, we saw that the translation of the aforementioned elements into practice becomes possible through the development of targeted, customized ESP tasks and assignments to match the needs of a specific group of learners, followed by the teacher's reflection on the types of activities that prove to be most effective in each classroom. This work, although arduous and challenging, is probably the best example of creativity and zealousness that make an integral part of teaching as a profession.

Finally, the study clearly demonstrated that the provocation teaching method is most effective for the development of learners' speaking skills and communication competence in a foreign language, as the majority of problem-solving tasks require free interchange and cooperation with other group members. It is possible to conclude, therefore, that provocation used in an ESP classroom enables the achievement of the key goal of the entire language learning process.

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Incorporating a Blended Learning Approach into the Additional Education Program for Translators

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Abstract. This paper outlines the results of implementing the additional academic program "Translator in the Field of Professional Communication" providing additional qualification to degree offerings. According to the professional standard, a translator, besides mastering splendid translating and interpreting skills, is supposed to be able to recognize and use some extra-linguistic information as well. The fostering of the competence of a translator is impossible without becoming proficient in a number of theoretical disciplines such as Theoretical grammar, Regional studies, and Insights into the theory of translation. The professors at the Faculty of Modern Languages of ST Petersburg University have developed a set of online courses on all the theoretical disciplines of the program for the language pair Russian-English. The program prepares translators in more than 15 different fields, such as physics, chemistry, geology and law. Surveys of both students and teachers were conducted to assess the results of incorporation of theoretical online courses in the program. An analysis of the results of surveys of both students and teachers of the program "Translator in the Field of Professional Communication" as well as students academic performance allows us to conclude that blended learning approach with the focus on online courses have proved to be quite effective.

Keywords: Online course · Blended learning · Translator in the field of professional communication

1 Introduction

The changes taking place in modern life style require constant improvement of the education system so that it can respond to the challenges of the present and meet the educational needs of the society. There is a need to develop educational strategies in the higher education system due to the rapid transformation of professions, of post-industrial society characteristics, as well as new ideas concerning the process of professional development of specialists. Additional professional education is a critically important element of the educational system. It is primarily due to the fact that scientific and technical changes affect almost all spheres of human activity, and there is a redistribution

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E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_22

of the need for labor resources of one direction or another. Additional professional education is an opportunity to master new professional competencies [17]. Regardless of whether obtaining a diploma of professional retraining will entail a fundamental change in the vector of a person's work activity, or they will use the acquired competencies in their main profession. The modern system of additional professional education in Russia is a flexible, practice-oriented mobile mechanism that adapts to the real situation of the labor market [23]. The needs of the state are formulated in a Professional Standard. According to the Professional Standard of a Specialist in the Field of Translation, a translator is supposed to have a quite solid knowledge of not only the foreign language as it is, but also the principles of its functioning in different situations of communication, as well as to apply these principles in practice [19]. A translator can effectively use the system of linguistic knowledge in the implementation of professional activities, the system of knowledge about the types, techniques, strategies, technologies and patterns of translation, as well as the requirements for translation. It is common knowledge that, the main role of the translator in the process of communication is a mediator. Therefore, a translator is supposed to carry out interlanguage and intercultural interaction based on knowledge in the field of geography, history, political, economic, social, religious and cultural life of the countries, as well as knowledge about their role in regional and global political processes. In addition, today in the era of digitalization, a translator has to be able to understand the principles of modern information technologies and use them to solve professional tasks [16]. Effective training of such specialists presupposes interdisciplinarity, which is ensured by the integration of various approaches at the level of goal-setting and the basic principles of translation didactics. Interdisciplinary approach ensures the consistency and integrity of knowledge, skills and abilities, the intensification of their assimilation and, as a result, makes translators ready to work effectively and productively in various socially significant situations, providing their competitiveness in the labor market [22]. The development of didactic tools for the formation of professional competencies of a translator is of particular importance in the system of additional professional education. The level of development of the competence of a translator directly correlates with the potential opportunity to use a diploma of professional retraining as a means of professional adaptation of future specialists.

2 Problem Statement

2.1 Professional Competences of a Translator

In didactics the term "competence" is understood as a set of interrelated personal qualities (knowledge, skills, ways of activity) set in relation to a certain range of subjects and processes, and necessary for high-quality productive activity in a certain field. In terms of learning competence is the skills, knowledge, and abilities of a person expected by the educational process to apply practical skills in a certain process [10].

To ensure the effective training of qualified specialists we cannot but determine which competencies are to be formed for a specialist in the field of translation. The key problem is the controversial issue of the set and scope of competencies of a translator with scientific, professional, labor and educational aspects. The multidimensional nature of the concept of "the competence of a translator" results into the lack of a unified concept

and structure of such competence. Although the structure components of the competence of a translator vary in different studies, linguists agree that the unique peculiarity of this phenomenon is manifested in a set of competencies that complement and concretize each other [12, 13].

Some national researchers following foreign scholars while analysing the structure of the competence of a translator, divide all skills into hard skills and soft skills. The terms hard skills and soft skills have come to the social sphere from the field of computer technology by analogy with hardware and software. Hard skills imply professional knowledge and abilities. Hard skills can not only be quantified, but they can also be learned. Soft skills include individual qualities of a specialist in certain professional activity, necessary and sufficient for the implementation professional knowledge and abilities meeting professional standards. They are almost impossible to quantify, they are not related to any particular type of activity, but they are necessary for proper communication with colleagues, clients, and partners [24]. Analysing the personal qualities of a translator, M. Fiola identifies such qualities as motivation, versatility (translation of texts from various fields of knowledge), professional and temporary accessibility, sociability, efficiency, customer care [6].

If we look at current research in the field of translation, we find a variety of competencies that a translator should possess [7, 11, 15]. Some of them are the following: interpretive competence, editing competence, information technology competence, professional and communicative competence, linguistic and cultural competence, and socio-cultural competence. From our perspective, all of these competencies can be distributed among four key components: professional, intercultural, digital and personal ones, with first three referring to hard skills and the latter referring to soft skills of a translator. We correlate these aspects with the fundamental translators' activities under consideration in the following way:

- The professional component refers to the translator's professional activity, i.e. their knowledge and skills in the field of translation and translation studies.
- The intercultural component refers to intercultural communication, in which the translator plays the role of a mediator.
- The digital component refers to carrying out professional translation in a digital environment.
- The personal component refers to the personality of a professional translator, i.e. those personal qualities that they should possess in order to provide translation at a professional level.

These key components are related to each other and, at the same time, represent a single whole. The formation of translation competence is possible only in a comprehensive manner, taking into account all these components of competence.

2.2 The Role of Theoretical Disciplines

The professional component of the competence of a translator cannot be formed without deep understanding the language. Thus, theoretical disciplines come to the fore, as without mastering the theory of the language, one cannot perceive the principles of its

functioning, which is necessary to avoid inadequacies in translation. Teaching theoretical disciplines is a key element of fostering professional competence of a translator. Here are just some of them: Introduction to the Theory of Translation, Intercultural Communication and Translation, Theoretical Grammar, Lexicology, Regional Studies, Foreign Literature, and Stylistics of the Russian Language. Becoming proficient in these theoretical subjects ensures an understanding of all the nuances of discourse in the foreign language and their adequate translation into the native language—and vice versa. The integration of disciplines of general theoretical and professional blocks ensures the consistency and integrity of knowledge, the formation of professional skills and abilities and, as a result, the readiness of future translators for rapid integration into the profession. However, these theoretical subjects are usually rather difficult for students to master, especially for the additional educational programs students. It should be mentioned, that students of additional educational programs, due to their different ages and different experience in the field of foreign language acquisition, need an individual approach. Such an individual approach is quite difficult to implement if theoretical disciplines are taught in the traditional form of lectures and seminars. Besides, such students usually have classes in the evening after work or after their main specialty classes, which inevitably causes a lack of time to comprehend and master difficult theoretical aspects of the language.

Theoretical subjects such as linguistics, stylistics, grammar and language culture play a key role in shaping the skills and competencies of a translator. The knowledge of linguistics allows translators to understand the structure and functioning of a language, its grammar, vocabulary and syntax. This is the basis for understanding and translating texts at different levels of complexity. Knowledge of linguistic theories and methods helps translators to analyze and understand the peculiarities and nuances of the language, which in turn contributes to the accuracy and quality of translation. The style and culture of the language play an important role in the training of translators. The study of stylistics allows you to understand various styles and registers of the language, such as official, scientific, business, artistic, etc. This is important so that the translator can convey not only the meaning, but also the style and emotional context of the original text. Knowledge of the culture of the language, including customs, traditions, history and socio-cultural context, is also an integral part of the translator's work. Understanding cultural nuances helps to avoid mistakes and misunderstandings in translation and ensures that the text meets the cultural expectations of the audience. Finally, grammar is the basis for correct and competent translation. Knowledge of grammatical rules and structures allows the translator to build correct sentences, use the appropriate grammatical form and convey the meaning of the original text without distortion. So theoretical subjects provide future translators with the necessary tools and knowledge to carry out their professional activities. They help translators develop critical thinking, analytical skills, and the ability to adapt to different linguistic and cultural contexts.

Therefore, it is recommended to pay due attention to the study of theoretical subjects and strive for their deep understanding and application in translation practice. Therefore, theoretical disciplines play an important role in the formation of the professional competence a translator, however, the form of lectures and seminars does not allow all students

of additional educational programs to master these subjects at the level necessary for the formation of the solid professional competence.

2.3 Blended Learning

In this regard, blended learning has proved quite effective recently [3]. As it is commonly known this term began to be actively used when in 2005 the book The Handbook of Blended Learning: Global Perspectives, Local Designs by Curtis Bonk and Charles Graham was published [5]. There are other, synonymous terms with slightly shifted accents, namely hybrid learning, combined training, mixed-mode instruction, integrated/web-enhanced training or web-enhanced instruction [1, 3, 4, 21]. The essence of all these terms is the same: it is a flexible combination—in different proportions, depending on the nature of the discipline—of classroom instruction and innovative technologies. The term "blended learning" is used in this research.

It is an activity-based approach that should be noted among the numerous advantages of blended learning. There advantages were particularly evident during the pandemic and its aftermath. Besides blended learning helps form self-reliance skills, it promotes awareness of personal responsibility in the learning process. One of the most significant characteristic of blended learning is a system of objective assessment. The effective combination of classroom instruction and innovative technologies develops self-esteem, and it increases satisfaction with the results of learning [9, 14, 25]. Such an integrative approach provides teacher-student interaction, which creates favourable conditions for taking an individual approach, thus ensuring the effective fostering of the industry-specific professional competence of a translator.

One of the ways of training specialists who can quickly master new knowledge and are able to learn throughout their lives is the use of online courses [2]. The pedagogically balanced introduction of online courses into the educational process will help to familiarize students with the possibilities of using them, expand their understanding of accessibility of the study of professional disciplines and will form the skills of self-education and self-development as well as the digital component of the professional competence [18]. The advantages of taking an online course before listening to a lecture are numerous. First of all, flexibility and accessibility. Online courses allow you to study anytime, anywhere, with only internet access. You can choose the time and pace of training that is convenient for you, which is especially useful for busy people or those who have a limited schedule, like the students of additional educational programs. Then, it is personalized approach. Online courses usually offer the opportunity for personalized learning. You can study the materials at your own pace and repeat the difficult moments as many times as you need. This allows you to better assimilate the material and deepen your knowledge. Besides, visual and interactive materials should be mentioned [20]. Online courses usually offer rich visual and interactive materials such as videos, audio recordings, graphs and tests. This makes the learning process more interesting and memorable, as well as helps to visualize and understand complex concepts. The possibility of repetition and interaction deserve our attention. Unlike lectures, where you may miss information or uncertainly understand some points, online courses allow you to repeat materials and ask questions at any time. You can also interact with other students through forums and discussions, which facilitates the exchange of knowledge and experience.

Saving time and money is also important. Taking an online course can be more cost-effective because you do not have to spend time and money on trips to the lecture venue. You can also avoid wasting time on traffic jams. Next relevance and updates come. Online courses can be easily updated and supplemented with new materials and information. This is especially important in a rapidly changing world where new knowledge and technologies are constantly emerging. And finally, online courses make a significant contribution to the formation of the digital component of the professional competence of a translator. In general, taking an online course before listening to a lecture provides you with more flexibility, the possibility of individual training, access to a wide range of courses and interactive materials, and it also saves you time and money. Therefore, blended learning with the focus on online courses is becoming an increasingly popular and effective way to gain knowledge and skills.

2.4 Additional Education Program for Translators

The additional academic program Translator in the Field of Professional Communication has been a part of curricula at St. Petersburg University for more than twenty years, with Svetlana Rubtsova as its immutable supervisor. Students of academic programs in more than 15 different professional fields chose this additional academic program annually. The problem statement is based on the experience gained through taking blended learning approach with the focus on online courses on theoretical disciplines to implement program Translator in the Field of Professional Communication at St Petersburg University. The program has been working effectively for quite a long period of time, with being constantly in high demand among students, as it is regularly has been updated and improved. In order to keep the program being in demand, we have been monitoring changes in the needs and preferences of young people. In the interactions with young people today, it is imperative to acknowledge the evolving trends that shape their preferences and expectations. In the digital age, the shift towards a blended learning educational format, integrating traditional and electronic methods, is prompted by the growing demand for innovative approaches that align with the dynamic nature of contemporary life. This adaptation also responds to students' expectations, evolving consciousness, and changes in perception overall [8].

Taking into account all the mentioned above, the decision was made to incorporate online courses on theoretical disciplines into the curriculum of this program. In 2018, five online courses on all theoretical disciplines of the program Translator in the Field of Professional Communication (English-Russian) were created, namely Stylistics of the Russian Language and the Culture of Speech, Lexicology of the English Language, Theoretical Grammar of the English language, Regional Studies of the USA and Great Britain, and Insights into the Theory of Translation. After five years of using a set of online courses for all the theoretical disciplines of the program we have analysed the academic performances of the students of different years and conducted a series of surveys of both students and teachers in order to find out the effectiveness of using such an approach.

3 Research Questions

This paper tackles the following research questions: How effective are the online courses on the theoretical disciplines of the program Translator in the Field of Professional Communication? Have students been satisfied with the blended learning format? How have teachers responded to the new format?

4 Purpose of the Study

The purpose of the study was to reveal how effective the blended learning format has been for the additional academic program Translator in the Field of Professional Communication at St Petersburg University. Special attention is paid to the teaching of theoretical disciplines, which play an important role in the fostering of the professional competence of an industry-specific translator.

5 Research Methods

The research was conducted following the basic methodological principles of teaching a foreign language, translation and the theory of translation in the format of blended learning, the principles of professionally oriented foreign language teaching, the principles of industry translation teaching and the fundamental principles of a communicative and integrative approach to teaching translation. The research material was studies devoted to a professional translator's competence, the role of theoretical disciplines in teaching translation, the creation of online courses, and blended learning. The comparative analysis method was used to analyse statistical data on student learning outcomes. Questionnaires were used as the main research method.

6 Findings

6.1 Academic Performance in Theoretical Disciplines

The experience of using the blended learning format has turned out to be very successful. The average scores received by students in 2018 and 2023 (see Fig. 1), which are based on the results of mastering theoretical disciplines. The number of those who received a score from 4.5 to 5.0 has more than doubled. We explain it by the fact that the program makes it possible for students to chart their own individual path of learning, i.e. master the discipline with their own pace and repeat the difficult moments as many times as they needed. Visual materials also contributed to the results facilitating disciplines mastering. It is noteworthy mentioning that incorporating online courses cut significantly down the number of students with the average score from 3.0 to 3.9. As a rule, they are the students who had overestimated their potential in terms of the time they can devote to additional classes. So most of them managed to cope with the problem of time management taking online courses.

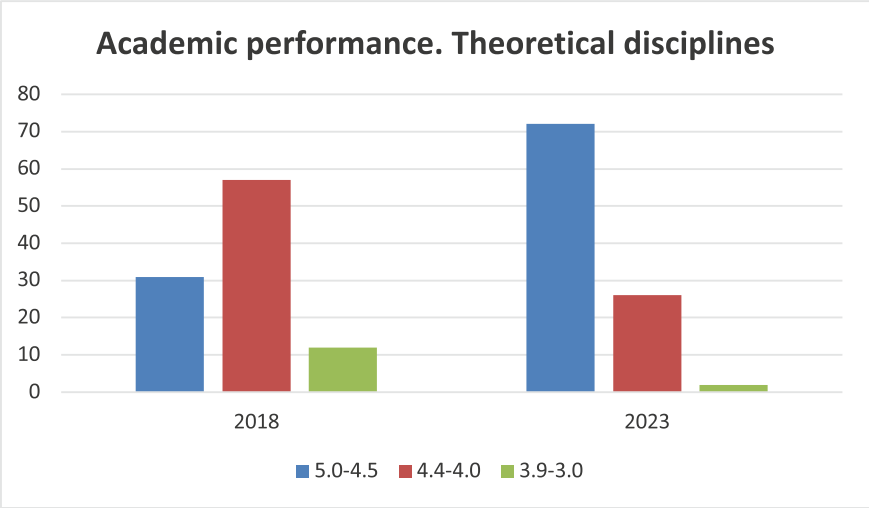

Fig. 1 The average scores in theoretical disciplines

6.2 Academic Performance in Translation/Interpreting Classes

The average score for practical translation has also increased (see Fig. 2). The number of students who received a score for practical translation of 4.5–5.0 increased from 35 to 55%, which confirms the assumption that successful mastering of theoretical disciplines contributes to the comprehensive fostering of all components of the industry-specific professional competence of a translator.

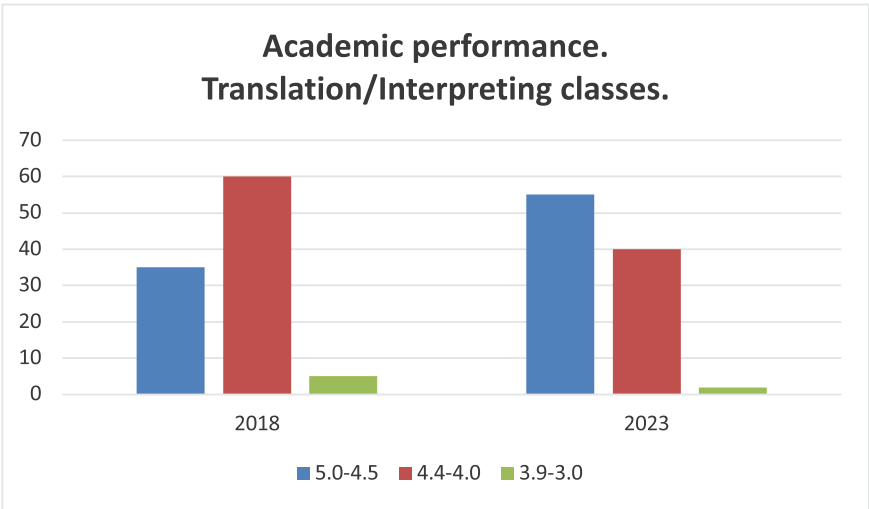

Fig. 2 The average scores in practical translation

6.3 Results of the Surveys of Teachers and Students

A total of 27 teachers took part in the survey of teachers. Among them were teachers of both theoretical and practical disciplines, which include oral, written and simultaneous translation. The results showed that the number of adherents of the blended learning format is gradually increasing, although it is clear that we all appreciate the face-to-face communication of the classroom. There were 167 participants in the student surveys. It should be noted that in 2023, after the pandemic, the overwhelming majority of students advocated a blended learning format. As the most significant advantage of the blended learning format more than 90% of student states time saving, with about 60% pointed out leaning path individualization.

When assessing the demand for and satisfaction with online courses for theoretical disciplines, the students were asked to note the tools that they found useful among those offered within the framework of online courses (see Fig. 3). More than 80% of the respondents noted that the opportunity to take pre-tests (the purple bar) was very useful. Quite a few (about 60%) noted the opportunity to get an online teacher's consultation as a useful tool (the red bar). Interestingly, offline consultations (the blue bar) were not in high demand, nor was prompt feedback (the green bar).

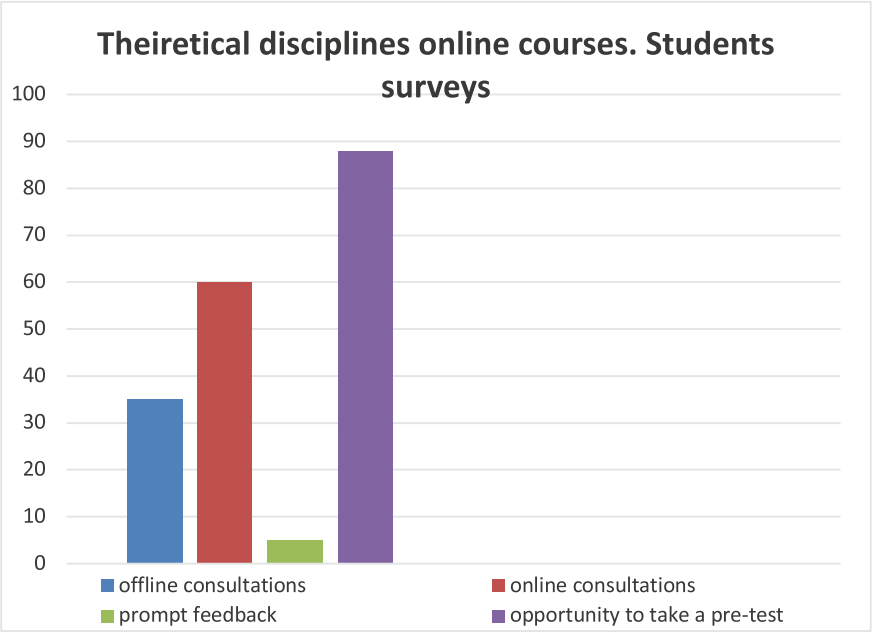

Fig. 3 Useful tools of theoretical disciplines in online courses

As a tool that they would like to have, almost all the students noted the opportunity to organize a system of adaptive exercises. Unfortunately, at the moment there is no technical possibility to set up such a system, which would undoubtedly increase the effectiveness of an individual path to learning.

7 Conclusion

The conducted research allows us to draw the following conclusions.

7.1 Effectiveness of Blended Learning in Teaching Translators

A comparative analysis of statistical data on the results of students completing the program in 2018 and in 2023 showed that the use of online courses for theoretical disciplines increased the average score not only in these disciplines, but also in the practical translation and interpreting classes. Thus, the blended learning format used for the program has made it possible to form the professional competence of a translator in the professional communication more effectively.

7.2 Students' and Teachers' Satisfaction with the Blended Learning Format

The student' surveys show that, in general, students are satisfied with the introduction of online courses in theoretical disciplines. The blended learning format creates optimal conditions for the use of an individual approach to learning due to a more rational allocation of time. An undoubted advantage from the students' point of view is the opportunity to take pre-tests. The surveys also show, as mentioned above, that the creation of a system of adaptive exercises would be enthusiastically received by students. The teachers also consider the introduction of the format useful and effective, although they note that face-to-face communication should be present during the training of future translators.

An economic factor should also be mentioned. The blended learning format definitely provides savings in teaching resources, which cannot be ignored when organizing such a program. It also provides students with the opportunity to have a flexible schedule during the learning process.

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The Concept "Terrorism" in German Mass Media Discourse

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Abstract. Terrorism belongs to anthropologically significant concepts of the modern world and is the subject of interdisciplinary research. Philosophy, sociology, political sciences investigate the nature of terrorism and record the main features of the concept "Terrorism" at each stage of social development. This article considers not only the basic content of the concept "Terrorism", but also investigates the development of the concept's cognitive structure, which includes peculiarities of its perception by human language and thinking. The cognitive structure of the concept, which consists of the core, information content and interpretive field, is constantly changing according to our knowledge about the concept. The article aims to study linguistic objectification of the concept "Terrorism". The changes in interpretative field of the concept and its metaphorization in mass media discourse are illustrated by 38 text units taken from German mass media outlets. The methods used in the article are empirical observation and the conceptual analysis. Dynamic changes in the structure of the concept became apparent after the events of September 11, 2001. Findings: Terror is becoming a tool of state policy and diplomacy; Internet forums, instant messengers and social networks hide those who sympathize with terrorism; some individuals dabble in terrorism; suspicious characters are equated to terrorists; any tension in society leads to threatening messages; radical groups with their own specific methods have appeared; the metaphorization of "Terrorism" includes the following motivating features: natural phenomena, wars, religious confrontation, shadow leaders, network, powerful creatures, games.

Keywords: Linguistic worldview · Concept · Terrorism

1 Introduction

Violence is an integral part of human history: wars, conflicts, crimes, cruelty and aggression accompany human life in society. Terrorism as a kind of violence is constantly evolving. Until the 1970s, violence was associated with crimes against humanity. Since the 1970s, violence has acquired a new semantic content and started to include politically driven violent actions against the state and civilian population [22]. In the twenty-first century, terror means violent actions against the world order as a whole [34].

Terrorism has interpretive content and represents a media event [5] at the level of discourse. The coverage of disasters and acts of violence is the primary task of the

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E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_23

media. Informational texts reflect changes in people's views on the concept "Terrorism", perpetrators and their actions, victims and their sufferings, causes and consequences of violent actions, which are interpreted (conceptualized) by means of language [4].

Language can be viewed from several points of view in this regard. On the one hand, language reflects the world around us and conveys specific information about events. On the other hand, language shapes public opinion by appealing to people's feelings and emotions, expresses personal opinions and shifts emphasis. A lot in this process depends on the journalist's style of writing and the news outlet that covers the event.

Metaphors play an essential role in the process of conceptualization. It is difficult for a person to conceive the nature of terror. Human language turns to metaphors that establish figurative connections between the frightening and the familiar, drawing understandable analogies between them. Thus, our consciousness forms a generalized image of terrorism, which is represented by linguistic means and exists as a cognitive category in the form of the concept "Terrorism".

Likhachev and Kubryakova consider the concept "… the result of a clash between the meaning of a word and personal and common experience, it makes the concept a mediator between words and real life" [as cited in 25, p. 32]. Language, therefore, reflects people's perception of the world around them, which "corresponds to the subjectivity of concepts imprinted and enshrined in language" [as cited in 25, p. 33]. The process of "structuring knowledge" is called conceptualization [as cited in 25, p. 15].

2 Problem Statement

According to Sternin [36], studying the concept through analyzing semantics of language units which represent concept contents allows researchers to describe linguistic consciousness of certain linguistic community's representatives as part of their cognitive consciousness and thinking. However not all cognitive features of concept are reflected in language. The concept is broader than its language representation. We are limited by linguistic methods of language research and language study material. Therefore, linguo-cognitive description of concepts consists in interpreting those concept features which native speakers possess. Describing linguistic consciousness of the people, we investigate significant part of cognitive consciousness of certain linguistic community but not the whole concept. In this regard, one might say that the concept is a field which contains essential ideas, images and implications that are meaningful for the given linguistic community. Studying them alongside with foreign words, students will have a complete body of knowledge about the peculiarities of world perception of certain linguistic culture representatives.

The relevance of the continuous study of the conceptualization process lies in the fact that the concept, unlike other structures, is flexible. It is constantly evolving as our knowledge of the world improves. In this paper, we will analyze some articles from the German media which cover acts of terror and we will study the linguistic means of objectifying the concept "Terrorism" at the present stage.

3 Research Questions

People, reading and discussing the news, use language to record not only essential knowledge about terrorism, but also insubstantial details. Popova and Sternin [29] state: "The concept provides the understanding of the world by means of consciousness" [p. 104].

There are several definitions of the concept "Terrorism"—philosophical, legal and sociological. Each of them is significant from a linguistic point of view [15]. The dictionary of legal sociology gives the following definition: "Terrorism is the use of force or brutal acts of violence against people or property to intimidate and coerce a government, a formal organization or civilians to comply with certain political, religious or social conditions" [16, p. 437].

The basic notion forms the informational content of the concept. According to Popova and Sternin [29] concepts consist of the core, informational content and interpretative field [p. 106]. Studying the concept, we are interested in constant changes in interpretive field of the concept "Terrorism". "The interpretative field of a concept includes cognitive features that interpret the basic informational content of the concept, result from it, representing some inferential knowledge, or evaluate it [29, p. 110]".

4 Purpose of the Study

Interpretive features are the result of further reflection of the people on the basic contents of the concept. In the interpretive field, separate zones are distinguished: evaluative, utilitarian, regulatory and symbolic [36]. The evaluative zone can contain either a general neutral evaluation of the concept contents: terrorism is considered from the negative point of view, or it contains emotive evaluation by reference to some specific parameter—aesthetic, moral, emotional. This idea can be exemplified by the fact that the methods of terrorists are rejected due to numerous collateral victims. The utilitarian zone records information about why someone might need terrorism. For example, terrorism is a way to achieve the release of prisoners, gaining money and achieving other goals. The regulatory zone specifies what can and cannot be done. For instance, the statement of the government that we do not negotiate with terrorists. And finally, the symbolic zone of the concept personifies this concept in the minds of people, for example, a series of numbers—9/11—a symbolic representation of the date 11.09.2001 when an entire era of the fight against terrorism began.

If the information (encyclopedic) field of the concept "Terrorism" in the context of globalization is represented by its fairly universal definition, the interpretative field of the concept is characterized by variability. This happens for various reasons. Everything depends on the viewpoint of every individual—a participant of interaction, on the policy of the state, company or the opinion of a citizen.

Each news outlet or any individual journalist has their own distinctive style, their own manner of presenting information that cannot be confused with anything else. It easily can be proved while studying and comparing the way of presenting information in different media outlets. The style of speech that is typical of a person, in the same way, is employed by news outlets according to the unwritten policy of their editorial board.

The purpose of the research is to study the dynamic process of linguistic objectification of the concept "Terrorism" based on the articles from German mass media. Moreover, the study of the conceptualization process of the world around us allows researchers to notice some specific features in the cognitive structure of the concept and speak about its national specificity.

5 Research Methods

There is still no universal methodology for conceptual analysis [21]. Researchers intuitively describe the structure of cultural concepts and their conceptual sphere, for example, such concepts as "Peace", "Love", "Time" [18, p. 56], "Citizenship" [19, pp. 36 – 42]. A number of scientific works are devoted to the cognitive processes of linguistic objectification of emotions [35].

One of the possible methods of describing a concept is the field method of studying linguistic categories. A field can be a universal way to study such complex unities as concepts. A semantic field is a hierarchical system, the lexical units of which are connected by associative links [28, p. 44]. According to Karaulov [14], the words, that form a field, "predetermine each other's meanings" [p. 10]. At the level of associations the central concept of the notion "Terrorism" includes many related concepts that are fixed in the core and periphery of the field, preserving and interpreting people's understanding of this phenomenon.

As part of our research, the concept "Terrorism" is studied by the method of empirical observation through the prism of language, thinking and emotions on the basis of the examples taken from news articles. The material for the study is news articles from the German outlets tagesschau.de, spiegel.de, taz.de and zeit.de over the period of 2023–2024, as well as some random Internet publications on this topic. This study deals with 38 text units obtained by the continuous sampling method.

6 Findings

Dynamic changes in the concept "Terrorism" became obvious to all people after the events of September 11, 2001. The conducted analysis indicates a qualitative change in the nature of terror though previously terror was associated only with the activities of relatively small extremist groups and radical individuals whose actions were considered criminal from the point of view of society [34]. This article presents the linguistic changes, which we have discovered, in the conceptualization of "Terrorism".

Terror is becoming a tool of state policy and diplomacy. This fact changes our traditional idea about the government activities. It is illustrated by such examples as: **Terrorstaaten, staatliche Akteure wie …, die neue Ära der Geiseldiplomatie, die Gegner mit Terroristen gleichsetzen, mit Moral aufgepumpte Schwarz-Weiß-Politik**:

(1) Früher waren vor allem **Terrorgruppen** und **Gangs** für Geiselnahmen verantwortlich, heute sind es überwiegend **staatliche Akteure wie** Russland oder China, aber auch Syrien, Iran und Venezuela. Etliche prominente Fälle—Wall Street

Journal-Korrespondent Evan Gershkovich, Basketballerin Brittney Griner, die Ex-Marineinfanteristen Trevor Reed und Paul Whelan—machten zuletzt Schlagzeilen, haben das Thema **ins Bewusstsein** Amerikas **katapultiert** [30].

(2) „Israel sollte als **Terrorstaat** anerkannt und entsprechend behandelt werden. Herr Netanjahu und seine ‚**Schlächter**' sind die größte und **kriminellste Terrororganisation**", sagte Braun, Mitglied der rechtspopulistischen polnischen Partei Konfederacja, in seiner Rede am Montag (7. Oktober) [20]**.**

(3) **die Gegner** der USA **mit Terroristen gleichsetzen** [30].

(4) Wir befinden uns in **einer neuen Ära der Geiseldiplomatie** [30].

(5) „Der Terrorismus ist ein **gewalttätiger Streit** darüber, wie Politik in der Weltgesellschaft funktionieren kann und soll", schreibt der Soziologe Dirk Baecker [12].

Who are these people called terrorists by online media? Such textbook terrorist organizations as Al-Qaeda, Hamas and the Islamic State turn out to be not the only players on the global stage:

(6) Auch diejenigen, die mit der **Terrororganisation Hamas** bis dahin keine große Berührung hatten, sondern sich beispielsweise dem „**Islamischen Staat"** oder der **in Deutschland fast schon in Vergessenheit geratenen, einst von Osama Bin Laden gegründeten „Al Kaida"** zugehörig fühlen, … [11].

(7) Am Flughafen Köln/Bonn ist ein Mann festgenommen worden, dem vorgeworfen wird, die **Terrormiliz IS** unterstützt zu haben [31].

(8) "Nach allem, was bisher bekannt ist, ist davon auszugehen, dass **die Terrorgruppe 'Islamischer Staat Provinz Khorasan'** den mörderischen Terroranschlag in der Nähe von Moskau zu verantworten hat", sagte sie der Süddeutschen Zeitung [10].

Numerous Internet forums, instant messengers and social networks constitute a shadowy and, for the time being, impersonal group of people who sympathize with terrorism. The word Szene (stage) in German means a group of people united by impersonal interests and the word Akteur (actor) expresses a certain person who performs actions, a doer. Moreover, the doer of the action can be both a person and an organization or state:

(9) **Terrorszene** ist kaum zu durchschauen. Dabei wird die **islamistische Szene** von Jahr zu Jahr unkalkulierbarer. Auch zahlreiche Abspaltungen und vor allem einzelne Menschen, die sich über Internetforen, Messengerdienste und Soziale Medien eigene **Pläne zusammenbasteln** können, schaffen eine kaum zu durchschauende **Szene** [11].

(10) Unterstützer radikal islamischer Gruppen, die bereit sind Cyber **Jihad** zu begehen, leben überall in Westeuropa, heißt es aus Sicherheitskreisen. Einen mutmaßlichen Cyber-**Jihadisten** aus Ostbayern, gegen den die Generalbundesanwaltschaft wegen versuchter Bildung einer Terroristischen Vereinigung ermittelt, … [39].

The perpetrators of terrorist acts can be expressed by various linguistic units. **Gotteskrieger** and Palästinensische **Märtyrer** are opposed to fanatics **Fanatiker**, **Selbstmordattentäter**. Apart from those who have actually implemented their plans (**der Täter / der Attentäter / der Angreifer),** there exist those who have not accomplished anything yet (**islamistischer Gefährder / als Gefährder bekannt sein**). However their

actions had harmful social consequences and these people were entered in a list of suspicious characters:

(11) Besonderes Augenmerk soll dabei auf “**Ausländer in irregulärer Situation**” gelegt werden [7].
(12) „sich (…) ein für alle mal Folgendes hinter die Ohren, in die Handinnenflächen schreiben und Post-its mit genau folgendem Satz an die Computerbildschirme kleben: ‚**Terroristen, Schlächter, Mörder, Bestien, Geiselnehmer** sind keine Quelle. Niemals!‘“ [17].
(13) In manchen Ländern, zum Beispiel im Nahen Osten oder in einigen südamerikanischen und südostasiatischen Staaten, bezeichnen sich Terroristen als “**Widerstandskämpfer**” oder “**Befreiungskämpfer**”. Manchmal wollen sie die Unabhängigkeit eines Landesteils erkämpfen. Dafür ist ihnen fast jedes Mittel recht [38].

Numerous cases of phone calls (**Drohanrufer**) or threatening letters (**E-Mailschreiber**) from “jokers “ and “gabbers” reflect tension in the society. The police and other security forces have to deal with trouble situation in such cases:

(14) **Spaßvögel** müssen mit **ernsten Folgen** rechnen**/** mit **empfindlichen Konsequenzen** rechnen [11].
(15) Die **Szene ist reich an Maulhelden,** ob sie tatsächlich **zur Tat geschritten wären,** ist fraglich [11]**.**

Terrorist attacks continue to evoke strong emotions—anger, sympathy for the victims, the desire to oppose violence to violence, the denial in mercy towards the offenders. For example:

(16) Denn von der **Wut über 9/11**, vom **Mitgefühl mit den Opfern**, führt eine direkte Linie in jene **mit Moral aufgepumpte** Schwarz-Weiß-Politik der dann folgenden Jahre [12].
(17) Als die **tief verwundete USA** ein für alle Mal aufräumen wollte mit „**Schurkenstaaten**“ und der „**Achse des Bösen**“ [12].
(18) Als der Islam zum neuen **Feindbild** wurde, weil ja die **Attentäter Muslime** waren [12].
(19) Als man vom **Clash of Civilizations** raunte und ihn so wahr werden ließ [12].
(20) Man sei damals **wütend** gewesen und habe **Fehler gemacht**, sagte Joe Biden in Israel. „Ich warne: Während Sie die Wut fühlen, lassen Sie sich nicht von ihr **verzehren“** [12].
(21) Es gibt im Kibbuz und den angrenzenden Orten **Hunderte von Toten**, die noch nicht identifiziert sind. Manche sind **verstümmelt** oder **verbrannt**. Die Einrichtungen in Israel sind **überfordert**. Das war ein **Pogrom**, ein **barbarisches Gemetzel** [37]!

The use of the adjectives in two subheadings of the same article is illustrative, as they express helplessness of society in the face of violence, such as terrorism:

(22) **Große Nervosität** bei der Polizei; **Hohe Aufmerksamkeit** bei Terrorverdacht [11].

In the case with a knife attack at a school in Northern France (Arras), we observe a rather helpless and impersonal response from society:

(23) Noch sind viele in Frankreich **einfach geschockt** [11].

Politicians do not mind saying high words, as President Emmanuel Macron does, promising to support the state, thwart terrorism and not to be brought to the knees. At the same time, he achieves an opposite effect showing helplessness of the state in the face of impersonal terror:

(24) Macron: „Ich bin da, um zu zeigen, dass **die Nation hinter ihnen steht**. Dass wir uns **dem Terror entgegenstellen** - und **uns** nicht **unterkriegen lassen**“ [9].

Like any other emotionally loaded phenomenon, terrorism is represented figuratively, metaphorically in language. The metaphor “Terrorism” includes the following motivating features: development (**Gewaltspirale**), natural phenomena (**Terrorwelle, Zunami, Flut**), war (**asymmetrische Kriegführung, Terrorkrieg**), religious confrontation (**Clash of Civilizations, Gotteskrieger, Märtyrer, Fanatiker, Terrorsekte**), shadow leaders (**Drahtzieher**), darknet (**Terrornetzwerk**), a powerful animal or a monster (**Hydra, Krake, bestialisch**), a game (**schachmatt setzen**). For example:

(25) Viel ist gerade wieder zu lesen von der **Gewaltspirale**. Wer jetzt so spricht, der hat den Unterschied zwischen Krieg und Terror nicht verstanden. Niemand mit Verstand und Herz spricht den Palästinensern ab, für ihre Freiheit, für einen eigenen Staat zu kämpfen—oder zu verhandeln. Der Begriff Spirale impliziert aber, dass **bestialischer Terror** ein doch irgendwie probates Mittel in einem politischen Konflikt ist [23].
(26) **Israels 9/11**[32].
(27) Es ist ein **anhaltender 11. September**[24].
(28) 2016 erlebte Belgien bereits eine **Terrorwelle**[6].
(29) Israel warnt vor “**Tsunami des Terrors**” [26].
(30) Für den Freitag hat die terroristische Hamas weltweit zur „Al-Aqsa-**Flut**“ aufgerufen [13].
(31) Terrorismus und **asymmetrische Kriegführung** [1].
(32) “Als Freunde sagen wir der israelischen Regierung: Lasst uns helfen”, so Außenministerin Annalena Baerbock auf ihrer jüngsten Reise. “Helfen in diesem brutalen **Terror-Krieg**, dass euer Land, dass eure Regierung sich nicht darin verliert” [8].
(33) An emerging “**clash of civilizations**” should reveal itself in patterns of international terrorism. Huntington himself explicitly refers to terrorism in the conflict between specific civilizations, and particularly so in the clash **between the Islamic civilization and the West** [27].
(34) … die **Terrorsekte** über klandestine Strukturen … [2].

(35) Auslöser ist die aktuelle Eskalation im Nahost-Konflikt, meint Inga Trauthig, Propagandaforscherin von der Universität von Texas in Austin: „Die Videos sind Teil einer polarisierten amerikanischen Öffentlichkeit, in der es sehr wenig Empathie für die jeweils **'andere Seite'** gibt". Der Konflikt werde als **Kampf Gut gegen Böse, Unterdrücker gegen Unterdrückte, Kolonialisten gegen Antikolonialisten** vereinfacht. „Diese Sicht spiegelt sich dann in den Diskussionen über den Krieg wider", sagt Trauthig. Und zwar nicht nur on- sondern auch offline [3].

(36) Wie kann es sein, dass ausgerechnet im Land von 9/11 junge Menschen öffentlich Verständnis für den **Drahtzieher** der Anschläge äußern [3]?

(37) Seit dem Terrorangriff der Hamas am 7. Oktober ringt die Bundesregierung darum, Israels Recht auf Verteidigung zu betonen, aber auch auf das Elend der Palästinenser hinzuweisen. Gelingt der **Drahtseilakt** [8]?

(38) **Das terroristische Netzwerk** reicht tief in den Staatsapparat und in höhere Gesellschaftsschichten hinein [33].

(39) „Wenn jemand auf TikTok behaupten kann, dass Bin Laden - der Tausende unschuldige Zivilisten getötet hat - im Recht war, ist das ekelerregend", sagte der Republikaner Mike Gallagher beim Sender Fox News. „Es ist ein weiterer Grund, dass wir TikTok verbieten oder zwangsweise verkaufen sollten, bevor eine von der chinesischen kommunistischen Partei kontrollierte App **die freie Welt schachmatt setzt**, indem sie die dominierende Medienplattform in Amerika in der Hand hat" [3].

7 Conclusion

We observe the following changes in the structure of the concept "Terrorism" in German mass media:

1. Terror has become a national policy argument.
2. Not only terrorist activities, but also verbalized intentions (threats or promises of certain actions) are considered manifestations of terrorism.
3. A suspicious person who once has attracted attention is considered a terrorist.
4. Those people, possibly sympathizing with terrorism, are denoted impersonally in the language.
5. New forms of terrorism have emerged—environmental terrorism, cyber terrorism.
6. However, the state itself has little to oppose to terrorism. People got used to anti-terrorism rhetoric in the media: a flood of emotions, promises of decisive action in response to the cruelty of terror and words of condolences to the victims' family members.

The examples given in this article are subjective and represent the journalists' way of covering these events. The field of the concept "Terrorism", like any interpretive knowledge, is constantly changing and developing new meanings, which makes our research relevant, but not final.

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Main Terminology of Linguistic Borrowing

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Abstract. Currently linguistic research has concentrated on various aspect of linguistic borrowing of lexical units. At the same time there is no standard terminology describing its process and transformation. These facts highlight relevance of the research carried out in the paper. The article aims to devise a conceptual and terminological apparatus used to describe the processes of retrieving, assimilating or adapting the borrowed lexemes in the language-recipient. Generally the terms "assimilation", "naturalization", "integration" and "adaptation" characterize borrowing. The scientific novelty of the study lies in clarification of the terminological apparatus, etymological origin of the terms and semantics in other areas of scientific knowledge. In addition, practical application if the findings is considered. As a result, it is concluded that most optimal term defining the process of borrowing is "assimilation" as it denotes various changes that occur in the process of integration or naturalization of borrowed words into the system of the recipient language. Moreover, the main types of quantitative and qualitative assimilation have been analyzed clarifying terminological aspects of each type. Assimilation has been classified into complete, zero, partial, phonetic, graphic, morphological, syntactic, and semantic one. The term "syntactic assimilation" has been proposed for the first time.

Keywords: Borrowing · Borrowing transformation processes · Assimilation · Qualitative assimilation · Quantitative assimilation

1 Introduction

In Soviet linguistic literature, the processes of transformation of borrowed language units in the recipient language were called differently. So, for example, in the textbook edited by N. Valgina this process is called «переоформление», «изменение», «освоение»/pereoformlenie, izmenenie, osvoenie/ "re-registration", "change", "development" (Valgina, Rozental and Fomina 2002). A. Reformatsky uses such terms as «усвоение» and «освоение»/usvoenie and osvoenie/"adoption" and "development" (Reformatsky 1996). V. Vinogradov in his work "Essays on the history of the Russian literary language of the seventeenth-nineteenth centuries" uses the term «преобразование»/preobrazovanie/ "transformation" (Vinogradov 2002). Other authors also employ various terms—«адаптация слова», «вхождение в язык», «упорядочение», «приспособляемость»,

© The Author(s), under exclusive license to Springer Nature Switzerland AG 2025
E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_24

«трансформирование» or «преобразование»/adaptaciya slova, vhozhdenie v yazyk, uporyadochenie, prisposoblyaemost, transformirovanie or preobrazovanie/“word adaptation”, “entry into language”, “adaptation”, “ordering”, “adaptability”, “transformation” or “changes” (Ilyina 1998; Lotte 1982). Thus, there is a lack of a unified terminological apparatus for describing linguistic phenomena in this area. It is very significant that there is no uniformity even with regard to the names of the borrowed units themselves. They can be called in Russian as «иностранные слова», «иноязычные слова», «иностранные заимствования», «иноязычные заимствования», «иноземные слова», «иноплеменные слова»/inostrannye slova, inoyazychnye slova, inostrannye zaimstvovaniya, inoyazychnye zaimstvovaniya, inozemnye slova, inoplemennye slova/“foreign words”, “alien word”, “foreign borrowings”, “exotic words”, “borrowings”, “loans”, “words of different language”.

Presently, the number of works devoted to various aspects of the study of borrowings has increased in Russian linguistics. This is naturally associated with the expansion of language contacts and a natural increase in the volume of borrowings in the languages. But, despite the growing interest in this issue, until now there have been no fundamental studies of the borrowing process as a whole in linguistics. Most researchers describe individual isolated phenomena. No terminological analysis was carried out that would lead to the formulation or clarification of the terminology for the research in this area. This leads to the fact that linguists use the most “suitable” terms as it seems to them without justifying their choice. The lack of a terminological apparatus resulted into the lack of detailed, deep scientific descriptions of the process of borrowing lexical units, as well as to the incorrect use of a number of terms, as, for example, in Perfileva and Hu Peipei, where, firstly, different methods of “assimilation of borrowed vocabulary in the Chinese language are mixed - graphic, phonetic, semantic, semi-calculation and abbreviation”, and secondly, the method of “assimilation” then switches to the names of the borrowings themselves—graphic (phonetic, semantic) borrowings (Perfilyeva and Hu Peipei 2018).

2 Problem Statement

The relevance of this study is the necessity to formulate and define the necessary concepts. The conceptual and terminological apparatus is the most important methodological basis for obtaining new scientific knowledge. The solution to this problem will satisfy the needs of the scientific field under study, since it is the definition of concepts and terms that is of paramount importance for revealing the essence of the phenomenon being studied.

3 Research Questions

The research tasks of the proposed study are to conduct an analysis of the terminology of the specified scientific field, to clarify the meanings of the terms used and to justify the use of the proposed terms.

4 Purpose of the Study

The main objective of the proposed research is to analyse the terminology of the specified scientific field, clarify the meanings of the terms used, and justify the use of the proposed terms.

5 Research Methods

To solve the problems, a complex of general scientific and linguistic methods was used. General scientific research methods include mainly the descriptive method and the method of comparative analysis. Linguistic methods include the method of semantic-etymological analysis used in the study. These methods made it possible to select the necessary terms, clarify the possibilities of their use when describing the process of assimilation of borrowed units, and give them precise definitions. The research material was based on numerous works of Soviet, Russian and foreign linguists on borrowing issues. The results of the study can be used to compile terminological dictionaries, in the process of conducting comprehensive research in the field of borrowings, as well as in teaching linguistic disciplines.

6 Findings

Most often, when describing transformations of borrowings in Russian linguistics, the terms «ассимиляция», «натурализация», «интеграция» and «адаптация»/assimilyaciya, naturalizaciya, integraciya and adaptaciya/“assimilation”, “naturalization”, “integration” and “adaptation” are used. These terms were borrowed by Russian linguistics from foreign literature. However, it should be noted that in foreign literature the terminology for describing the process of borrowing language units is also quite diverse and unstable. For example in Jaafar and Buragohain alone at least seven terms used to describe this process: adaptation, integration, nativisation, transformation, modification, transferring, imitation. The most common terms for naming borrowed units are the nouns “loanwords” and “borrowings”. Moreover, the noun borrowing, being countable, names a borrowed unit, and in uncountable form it denotes the process of borrowing, during which native speakers of the recipient language introduce new units into their language (this action is denoted by the verb “adopt”). Almost in all studies the terms “loanwords” and “borrowings” are used interchangeably. The same can be seen in the Collins dictionary which defines a linguistic borrowing just as another name for loan word or loanword. But in some works these terms are separated. For example S. Jaafar and D. Buragohain underlines that the terms are different and cannot be used as synonyms (Jaafar et al. 2019). They suggest that the term ‘borrowed words’ was first used in 1875. Linguists like Whitney, De Saussure, Sapir and others focused on words borrowed from other languages to their native language rather than words given from their own native language to other languages. They saw no need to invent or find appropriate terminology for other words that were loaned from their interest language to other languages. This was the situation till 1950 when Haugen shifted the interest from the words that were borrowed from other languages to the words that were loaned

from the source language to other languages. So, 1950 was the year that gave birth to the term “loan words”. The main difference between these two terms lies in the direction of the borrowing process: if the source language is the focus of the study then the term “loan word” is used, and if the research interest is pointed to the target language then there is “a borrowing”. This division seems some kind of confusing and purposeless. The authors themselves say that «…the word academy is a borrowed word from the viewpoint of the Arabic language. While the same word academy on the other hand is a loan word from the viewpoint of the English language. In other words, loan word in one language stands to be a borrowed word on the other» (Jaafar et al. 2019). Of course for some detailed studies this correlation may mean sense but for general linguistics and the problems of transformations that all borrowing are subject to it is of no practical use.

The processes of transformation of borrowed units are most often in literature referred to by the terms “integration” and “assimilation”, and these terms are not separated, being synonyms: «…the integration of loanwords into EA, i.e. the assimilation of regularly used foreign-language items to the patterns of theRL» (Hafez 1996). In the work of Zhou Li-na, when describing the process of transforming borrowed units, terms such as “substitution” are used (there are several degrees of such changes—zero substitution, substitution, and partial substitution), “change” and “assimilation” (Zhou 2016). The process of borrowing itself is termed by the verb “adopt”, and the actions of native speakers of the recipient language resulting in the changes of borrowed units are called by the verb “adapt”: «native speakers of English did not just copy everything from loan words but adapt them to local culture» (Zhou 2016). A similar interpretation using the example of Russian terms can be found in the work of A. Reformatsky, where he distinguishes «усвоение»/usvoenie/“adoption” (the active process of borrowing new words by native speakers of the recipient language) and «освоение»/osvoenie/“adaptation” (the process associated with transformations of borrowed units).

The apotheosis of multiplicity and inconsistency of the terminololy of the discussed area in Russian as well as foreign linguistics is demonstrated in the study of A. Vishnyakova and T. Kuzema. The borrowing process, following foreign linguists, is described here in such terms as «перенос»/perenos/“importation” and «подстановка»/podstanovka/“substitution”. Substitution is understood as imitation of the structure of a borrowed unit, and substitution means the process of replacing the sounds of a foreign word with the sounds of the native language. The authors distinguish different types of borrowings: «заимствованные слова»/zaimstvovannye slova/ “loanwords”—borrowings with full or partial transfer of the foreign lexeme phonetics and «заимствованные сдвиги»/zaimstvovannye sdvigi/“loanshifts”—borrowings when the usage of the lexeme in the recipient language is different from the usage in the native language. Loanwords, in turn, are divided into proper borrowings (“pure loanwords”) and hybrid borrowings (“loanblends”), depending on the complete or partial transfer of foreign morphemes. Loanshifts are classified into «расширения»/rasshireniya/“extensions”, i.e. semantic borrowings, and «создания»/sozdaniya/“creations”, i.e. calques (Vishnyakova and Kuzema 2020). The authors don’t provide any examples so it is difficult to judge about the meaning of the terms used.

In Russian linguistics, the terms assimilation, naturalization, integration and adaptation are often used interchangeably. In a number of cases, the authors make attempts to distinguish between these terms, but the justification for the use of one or another term is not given. For example, there are some attempts to separate the concepts of "integration" and "assimilation". The former, according to a number of scientists, describes the general processes of adaptation of foreign language units to the system of the recipient language, manifested in all possible types of borrowing, and the latter means integration only at the level of borrowing itself (Zhabina 2001). Thus, integration is understood in the same way as adaptation. The term "adaptation" refers to the process of assimilation of borrowed units to units of the recipient language. In this meaning, for example, this term is used in the study of L. Krysin, where the author considers the assimilation of a foreign language word as the central and decisive moment in its adaptation (Krysin 1968, p. 35). Approximately in the same way the terms "assimilation" and "naturalization" are distinguished. According to S. Muhin, naturalization happens when a calque enters the system of the recipient language (Muhin 2005). The author justifies the use of this term by the fact that calques, being "translated borrowings" or "loan-translation", formally correspond to the recipient language structure, and there can be no assimilation as the essence of assimilation is a transformation of borrowed units so that they fully correspond to the recipient language patterns. It goes without saying that calques do not require phonetic, spelling and grammatical assimilation in the recipient language. But nevertheless we should not abandon the term "assimilation" when describing a calquing process. A calque can be considered as a completely assimilated borrowing, since in this case, borrowing is carried out according to the linguistic patterns of the recipient language.

Thus, as a review of the literature showed, the most common terms for describing the processes of transformation of borrowings are the terms "assimilation" and "adaptation". However, among linguists of the previous generation, disputes arise about the possibility of using these terms to describe phenomena associated with the processes of transformation of borrowed units. This is due to the meaning assigned to these terms in Soviet linguistics. Thus, "adaptation" was understood as adapting the text for insufficiently prepared readers (for example, "facilitating" the text of a literary work for beginners in learning foreign languages). This term has been widely used in the methodology of foreign languages teaching. It was also common in the translation theory. For example, L. Nelyubin defines adaptation as a technique for creating correspondences by transforming the described situation (Nelyubin 2003). This term is also used by V. Vinogradov (Vinogradov 2001), A. Schweitzer (Schweitzer 1988), V. Komissarov (Komissarov 2013).

The term "assimilation" in Soviet linguistics was widely used in phonetics. Assimilation in this linguistic field is thought to be a process by which a speech sound becomes similar or identical to a neighbouring sound. In the opposite process, dissimilation, sounds become less similar to one another. In the dictionary of linguistic terms by T. Zherebilo, the term "assimilation" is interpreted as a sociolinguistic term which suggests the merging of one nation with another through the assimilation of its language, customs, culture and traditions (Zherebilo 2010).

All the facts stated above clearly demonstrate the lack of stable, generally accepted terminology to describe the processes of borrowing linguistic units and their transformations in Russian as well as in foreign linguistics and the obvious need to formulate and define the necessary terms. In this study the generally accepted paradigm of the terms "assimilation, naturalization, integration and adaptation" is analysed. To clarify the terminological apparatus, the etymology of the presented terminological units is taken into account, the semantics of these terms in other areas is clarified, and the possibilities of their application in linguistics are considered.

The semantic-etymological analysis of terms can help to solve the tasks of the research.

1. The term "naturalization" is most often used in botany and sociology, naming the processes as a result of which a plant begins to function independently (reproduce and settle) in a new environment, and a person naturally adapts to the conditions of a foreign language and foreign cultural environment. The term is also recorded in linguistics in the meaning of "transferring a word from one language to another," but in dictionaries it is marked as an obsolete one. The etymology of this term can be traced to the Latin word natura "birth, nature, natural order of things, matter," which goes back to the Latin natus "born" and to the Proto-Indo-European *gene- "to give birth, to produce." This term most likely became widely used in botany precisely because of its connection with the Latin word "nature, generation", and in other areas of science (sociology, jurisprudence)—through associative interaction through the concept of "birth, generation" with the concepts of "kinship, family resemblance".
2. The term "integration" in sociology means a kind of unification, the acquisition of a common identity. At the same time, integration still presupposes the complete or partial retention of the element individualization when entering a new social or cultural environment. The term comes from the Latin noun integratio "restoration, replenishment," derived from the Latin verb integrare "to bring to a previous state, to restore." In Latin, the adjective integer "untouched, whole, complete" is recorded, which can be etymologically divided into the elements in- "not-, without-" and tangere "to touch" from the Proto-Indo-European verb *tag- "to touch, handle".
3. The term "adaptation" in sociology refers to the process of a person's active mastery of new conditions of life and activity, adaptation to the requirements and rules of a new group of people, restructuring of behaviour in accordance with the norms of a new environment in order to ensure a successful existence. The term comes from the Latin action noun from past-participle stem of adaptare "to adjust", in which etymologically one can distinguish the element ad- "to, on" and aptare "to join" from aptus "fitted", going back to the Proto-Indo-European *ap- "take, achieve".
4. The most widely used term in various fields, "assimilation" comes from the Latin word assimilare "to make like, copy, imitate, assume the form of; feign, pretend" and goes back to the Proto-Indo-European elements *ad "to, about, at" and *sem- "similar, existing together with" In phonetics, assimilation means adaptive modification of the articulation of one sound to the articulation of another; in sociology, it is a process as a result of which one nation is deprived of its distinctive features and takes the characteristics of another one, or a small ethnic group is absorbed by a larger one.

The results of the semantic and etymological analysis of the proposed terms are summarized in Table 1.

Table 1 Semantic-etymological analysis of terms

Term	Etymological components	Semantics
Naturalization	Natura "birth, nature, natural order of things, matter" Natus "born" *gene- "give birth, produce"	The process of becoming a functional element of a new environment in a natural way, without specifying the influence of extracorporeal and intracorporeal factors
Integration	Integratio "restoration, replenishment" Integrare "to restore" Integer "untouched, whole, complete" In- "not-, without-" Tangere "touch, handle"	The process of entering an integral system (not necessarily a new one) while preserving certain individual subjective characteristics
Adaptation	Adaptatio "adjustment" Adaptare "to adjust" Ad "to, on" Aptare "to join" Aptus "fitted" *ap- "take, achieve"	The process of becoming an element of a new environment with the help of active efforts and actions of the incoming subject; purposeful conscious phenomenon
Assimilation	Assimilare "to make like, copy, imitate" *ad "to, about, at" *sem- "similar, existing together with	The process of becoming an element of a new environment as a result of certain internal transformations of the subject; unconscious, involuntary process

The semantic-etymological methodological analysis carried out made it possible to select the necessary terms, clarify the possibilities of using the above terms when describing the process of converting borrowed units, and give them precise definitions.

The terms "naturalization" and "integration" describe the processes of borrowing when new elements (of the language) enter a new system, but these terms do not reflect any aspects of the changes of the elements that accompany the borrowing process. The term "adaptation" contains the semantics of "active conscious action", which can hardly be applied to linguistic units. This term can be used to define the process of transformation of new foreign language units by native speakers of the recipient language. Adaptation implies the activity of a native speaker. It is also possible to use the term "adaptation" when describing the process of borrowing language units in a general sense, without specifying the direction of the acting forces—the activity of native speakers of the recipient language or the internal potency of the language. The term "assimilation" can well be used as a general term to designate various changes that can occur with a linguistic unit in the process of integration or naturalization of borrowed words into the

system of the recipient language. Maurice Bloomfield, when describing assimilation, uses the concept of "analogy" (Bloomfield 1895), in which a unit of language becomes internally similar to other elements with which it is combined together in one system. Adaptation is interpreted by the author as an expansion of the functions of an already assimilated unit in the process of its entry into the system, such as, for example, the use of borrowed word-forming elements to form new words in the recipient language.

It is well-known that entering a targeted language a lexeme changes its properties. It undergoes different types of assimilation.

Assimilation can be of two types: quantitative assimilation (the volume of transformations taking place) and qualitative assimilation (at what linguistic level do changes occur in a borrowed unit in order to make it similar to the original units of the language). In modern linguistics, several types of qualitative assimilation are distinguished: formal or structural—phonetic (phonological, orthoepo-accentuation), graphic (graphic-orthographic) and grammatical (morphological)—and semantic or functional—semantic (lexical-semantic) (Bogoslovskaya 2003; Grinev 1982; Karnauhov 2000; Kolesnikova 1986). It should be noted that the use of different terminology when naming types of assimilation is unjustified. Typically, assimilation changes are described in general terms, with the emphasis being placed on the level of the linguistic hierarchy without any specifications, for example, within the framework of the "language-speech" dichotomy.

Let us consider in more details the main types of assimilation. They are fully described and analysed in all details in the literature, since these processes always depend on the type, structure, characteristics of contact languages, therefore, they will have their own characteristics when describing the transformation of borrowings from a specific source language into a specific recipient language.

During phonetic assimilation, the sound image of the borrowed unit and the accentuation model are transformed. Changes in phonetics vary in different languages depending on the characteristics of the phonetic systems of the contact languages. Phonetic transformations can be determined by the characteristic features of the phonetics of the unit in the source language (in this case, the sound form of the unit of the source language is perceived and changes occur in accordance with the phonetic norms of the recipient language), as well as graphics (in which the spelling of the borrowed unit is of primary importance and the changes will be associated with the presence of letter-sound correspondences in the recipient language). The transformation of the stress model of borrowed units is a complex process, the mechanisms and patterns of which, according to scientists, have not been fully studied, and in some cases borrowings can retain the original stress without taking into account the accepted model of the recipient language.

As a result of graphic assimilation, the graphic image of the borrowing is transformed using the graphic means of the recipient language, and its writing becomes subject to the spelling norms of the recipient language. In most cases, if the writing systems coincide in languages interacting in the process of borrowing, graphic assimilation degree is zero or partial. When different writing systems are used in languages, graphic assimilation can be carried out in several ways: transphonation (transcription) and transliteration. Transphonation is the transfer of the exact pronunciation of a borrowing by graphic means of the recipient language. Transliteration, in contrast to transphonation, conveys the letter rather than the sound sequence of borrowing using the graphics of the recipient

language. It should be noted that some scientists consider phonetic and graphic assimilation together as graphemophonemic transformations of borrowings in the recipient language, arguing that graphics are only a reflection of the sound form of the word.

By grammatical assimilation of a borrowing we mean the processes of changing borrowings, as a result of which a foreign language element begins to function according to the rules of the grammar of the recipient language. Grammatical assimilation in most studies reduces to the consideration of morphological transformation processes, when borrowed units pass into the corresponding lexical and grammatical classes of words, and also acquire the necessary formal features, being included in the systems of grammatical categories existing in the recipient language. As studies show, the predominant number of borrowings retain their part-of-speech characteristics. Formal elements of a borrowed lexeme can be transformed: replacement, addition, omission of affixes can be observed in this case. Such transformations can be described by the term "morphological assimilation". Within the framework of morphological assimilation, word formation can be distinguished. However, grammatical assimilation includes not only morphological transformations, associated with a change in the morphological characteristics of the word and the acquisition of grammatical categories of the recipient language, but also syntactic ones, characterized by a change in the syntactic function of the borrowed unit. For example, in compounded terms, each individual element is subject to a certain degree of phonetic, graphic and morphological assimilation. However, when forming a multiword term, the components enter into syntactic relationships. Consequently, they are subject to syntactic assimilation, since the syntactic structure of languages is almost ever different. Components can change their part-of-speech characteristics, take a different word-order in word combination, and enter into other syntactic relations.

Semantic assimilation of borrowings is, according to a number of scientists, the central and decisive moment in its integration. In our opinion, semantic assimilation should be understood only as a change in the semantic structure of borrowing. Borrowed units can retain their meaning in the recipient language, change (gradually or abruptly) due to a transformation in the concept itself or the emergence of a new concept, and acquire a new meaning. A change in the meaning of a foreign language element can proceed in the direction of narrowing, expansion, shift and transfer.

Quantitative assimilation can be assessed in terms of synchrony and diachrony. So, synchronically the assimilation of linguistic units is characterized as complete, zero and partial. Quantitative assimilation in I. Ogienko is called “recency of borrowing”, a criterion according to which borrowings are divided into words borrowed a long time ago and completely assimilated; foreign words often used in the recipient language; foreign words that are not often used in the recipient language (Ogienko 2009). Such a classification of quantitative assimilation is very vague and conditional. The factors underlying the proposed classification—degree of assimilation, frequency of use—are very difficult to determine reliably. In addition, this approach is not strictly linguistic; it is rather sociolinguistic in nature. D. Lotte identifies several criteria for establishing the degree of naturalization of units:

– correspondence of sound combinations of the borrowed lexeme to the generally accepted sound combinations of the recipient language

– correspondence of the morphological form and affixes to the structure of the recipient language
– the presence of derivatives from a borrowed unit in the recipient language (Lotte 1982).

As can be seen from the description of the criteria, the degree of naturalization is nothing more than different types of qualitative assimilation. Consequently, the use of the term "assimilation" and taking into account different types of assimilation make it possible to assess the scale of changes in lexical units that have already occurred.

In the diachronic approach, different stages are distinguished in the assimilation process: the borrowing stage, the adaptation stage and the integration stage, at which the borrowed unit is no longer distinguishable from the native units of the recipient language. Scientists approach this problem differently, identifying two (Lotte 1982; Majorov 1967) or three stages (Aristova 1985; Belyaeva 1973), the terminological names of the stages are not given at all. All stages are called differently: initial stages is described as entry of borrowing, penetration; further stages are called as expansion of the sphere of use, development of borrowing, transformation, consolidation, adaptation, integration. However, it is possible to describe the stages of transformation of borrowing only by correlating the diachronic stages with qualitative changes in units. For example, the first stage is characterized by phonetic and graphic assimilation of a foreign language word and partial morphological assimilation. Further stages can be described as complete grammatical assimilation, including syntactic and stylistic.

As the study showed, only taking into account different types of assimilation makes it possible to assess the scale of changes in lexical units while borrowing. Moreover, the quantitative characteristic should always be accompanied by an indication of the type of qualitative assimilation.

So semantic and etymological analysis clarifies the meaning of all terms and justifies the use of the term "assimilation". This term will help to avoid unnecessary numerous bulky classifications of different kinds suggested by different authors (as in Jaafar and Buragohain where they mention at least eight ones). There will be no need to treat classifications of borrowing and loanwords separately as it is done by S. Jaafar and D. Buragohain. The linguistic science will be free of such unscientific words as "Guest words" which is used in the classification of E. Kadim where the author describes guest words which keep their original pronunciation, spelling and meaning; foreign words that are assimilated partially within receptive language and hardly recognized as borrowed words; loan words considered as supposed native words and can hardly be recognized as foreign, and finally, caiques that are loan translation from other languages (Kadim 2016). This classification is nothing else as different stages of assimilation mentioned in our research.

7 Conclusion

The conducted research allows us to draw the following conclusions.

In modern literature, numerous variants of possible terms are used to describe various aspects of the process of borrowing and transformation of borrowed language units. With the help of semantic and etymological analysis, the meaning of all terms was clarified,

and the use of the term "assimilation" was justified. Transformations of borrowed units can be considered and assessed according to different criteria that underlie various types of assimilation: complete, zero, partial, phonetic, graphic, morphological, syntactic, semantic. It is worth noting that in the article it is suggested to use the term "syntactic assimilation" for the first time. In Soviet and Russian linguistics it is traditionally a term of translation theory and has nothing to do with the phenomenon of assimilation during borrowing. The need to expand the meaning of this term is caused by the complexity of the object of study, to describe which it was necessary to divide the concept of grammatical assimilation into morphological and syntactic. On the other hand, it is noted that it is inappropriate to distinguish different subtypes of phonetic and graphic assimilation, which, however, may be applicable in some researches with a more detailed examination of assimilation at each specific level of the language hierarchy.

The terminological apparatus formulated and described in this article will reveal the essence of the phenomenon under study. The lack of a terminology will no longer become an objective difficulty in scientific research activities. This will contribute to a more detailed, conscious, scientific description of the process of borrowing lexical units and an in-depth study of all transformations of borrowings in the recipient language. Such prospects for further research in this direction, as can be assumed, will lead to the emergence of a new area of linguistic knowledge.

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Linguosemiotic Means of Objectification of the Miracle in a Cosmogonic Myth

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Abstract. The paper deals with linguosemiotic means of objectification of the miraculous in a cosmogonic myth, the traces of which can be found in the archaic society. The aim of the study is the analysis of a cosmogonic myth as a semiotic system which signifies the mythological message of a miracle, which is represented in the individual's picture of the world by a set of mythological snapshots. The fundamental works by scientists that specialize in the study of myth as a semiotic system served as the methodological basis of the research. The objective of the study determined the choice of the research methods used for detecting and describing linguosemiotic means of objectification of the miraculous in a cosmogonic myth. It is concluded that the linguosemiotic space of the miraculous in a cosmogonic myth is organized with the help of codes and a wide range of signs (verbal, non-verbal and mixed) that perform denotative, evaluative and directive functions.

Keywords: Linguosemiotic · Myth · Sign

1 Introduction

The problem of describing myth as a complex linguistic and semiotic formation has been studied by many linguists at various linguistic levels and in various contexts. Myth correlates with the ancient archetypal human ideas about the power of the gods, who, according to the worldview in the early stages of human development, took part in all the rituals relating to human life [11, 296].

Myth consists of dynamic semiotic levels that represent a symbolic vision of the surrounding reality. The principles and conditions of the relationship between these levels are constantly changed. Semiotic levels transmit values from one culture to another due to invariant properties, depending on extralinguistic conditions.

Semiotic levels in myth, in contrast to each other, create a mythological image with the help of which an archaic man interpreted the supernatural phenomena of the surrounding reality, without having knowledge of them. These levels of myth presuppose the relationship between the signifier and the signified, between which, according to F. de Saussure [7], there is no motivated connection [7, 100].

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E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_25

The semiotic richness of a symbolic sign varies depending on the specific culture in which a person is either opposed to the original chaos or the community, thereby filling the myth with the instructive content and meaning. The perception of a signifier, i.e. the formation of an image behind which a certain meaning stands, occurs in a certain context, when a mythological situation is described, for example, the miraculous (divine) birth of a child, indicating the existence of a binary opposition *miraculous—real*.

1.1 Problem Statement

The semantics of a cosmogonic myth, which reflects the phenomenon of miracle, is represented as a sign system. It signifies that the mythological situation was created by collective consciousness and it is part of the mythological picture of the world. Mythological plot moulds the individual consciousness and the person uses this mythological snapshot to interpret inexplicable phenomena of the surrounding reality, which he comes across. This arises the need to understand the mythology of the miraculous and describe the semiotic devices of objectification of the miraculous in myth. However, linguosemiotic means of objectification of the miraculous in a cosmogonic myth have not been described yet.

The analysis of ways to objectify the miraculous in myth as a semiotic structure makes it possible to describe the means of storage, encoding and transmission of mythological message. Linguosemiotic means of objectification of the miraculous in a cosmogonic myth and their role in the transmission of mythological information are of particular interest for our research.

2 Research Questions

Linguosemiotic means of objectification of the miraculous are represented by various linguistic signs and codes that manifest ideas about the inexplicable and supernatural in myths. These linguistic means are closely associated with the key nominees of the category of the miraculous in the context and actualize the idea of the unreal world.

3 Purpose of the Study

The goal of the study is the analysis of a cosmogonic myth as a semiotic system which signifies the mythological message, which is represented in the individual's picture of the world by a set of mythological snapshots, which refer to the phenomenon of miracle, known to a representative of a certain linguocultural society.

The objective of the research determines the following problems:

1. description of the linguosemiotic means of objectification of the miraculous in a cosmogonic myth;
2. analysis of the functions of signs in the information field of the miraculous in a cosmogonic myth.

3.1 Research Methods

The purpose of the study determined the choice of the research methods:

– descriptive method aimed at the analysis of the functions of signs in the information field of the miraculous in a cosmogonic myth;
– continuous sampling method used for detecting linguosemiotic means of objectification of the miraculous in a cosmogonic myth.

The study was conducted on the basis of the popular science work by Marie-Louise von Franz "Creation Myths", in which the scientist analyzes recurring motifs in creation myths, which are a reflection of reality in archaic consciousness of an ancient man [3].

The basis of the research was underpinned by the works of foreign and domestic scientists in the framework of semiotic studies of myth. The latter is considered to be a "higher order of signification" in the works by Pierce [6], Saussure [7], Lotman [5] and Segal [8].

Pierce (1991) offers the model of sign consisting of the three notions: the *representamen, an object and an interpretant.* The first notion determines the verbal or non-verbal form of the sign; the second one denotes a referent, an object of extra-linguistic reality implied by the author of a specific speech act or subject of reference; the third one implies the sense and the effect made by the sign [6, 92]. Thus, myth in its form acts as a referent when projecting onto a situation. The linguistic form of the myth is expressed by conceptual signs, represented by concepts, which create mythologically oriented propositions. The empathy and polyphony of meanings of these mythologically oriented propositions is interpreted by the recipient and semantically embedded on a particular situation.

Saussure (2001) describes the model of the sign, which in post-Saussurean semiotics was used to analyse the myth. Within the Saussurean linguistic model, the sign has two aspects: a signifier and a signified. For instance, the word 'miracle' as a sign has two aspects: a mental representation of a perceptible pattern of sound and the mental concept 'miracle'—not a thing but the notion of a thing [7, 157].

Saussure (2001) notes that the meaning of a linguistic sign is dependent on its 'value', which functions as a systemic constraint on its potential meaning. The value of the sign depends not on the sign itself but on reciprocal relations with other signs within the system as a whole. Linguistic values are relative, which explains the arbitrary character of the relation between sound and concept. Linguistic values, established by the linguocultural society, are the result of human work and experience, which has been expanding for centuries [7, 157].

The appeal to the value-approach analysis of myth is expained by the fact that myth is used to clarify the existence of phenomena of the surrounding reality. The key notions of this approach are "value attitude" and "value guidelines", which guide a person in a certain life situation. Values regulate the social behaviour of a person and are realized interpersonally. In the text values are presented in the form of text inclusions that convey value attitude of a person to a speech situation [10, 371].

Barthes (1987) proves that there are different orders of signification. İn Barthes' stratified model of connotation, denotation is the first order of signification; connotation is the second one. The denotative sign becomes the signifier of a connotative sign. The denotation remains the same: the connotations are significantly different. Our socially

oriented paradigmatic choices generate connotations [1, 119–120]. For instance, 'miracle' as a cultural sign on the denotative level has a meaning of 'a supernatural phenomenon caused by the intervention of a divine, otherworldly force'. It may also have connotations of 'the affective-evaluative component of a miracle, causing a feeling of surprise and bewilderment'. Connotation is characterized by an associative dimension. Whether connotations are charged as positive or negative is strongly contextual. Both connotations and denotations are subject to socio-cultural variability and change over time [2, 167].

Lotman (1990) determines myth as a semiotic structure, which consists of semiotic levels that store and transmit mythological information within the culture in question. These levels form the semantic space of myth, which can take various forms from the unconscious code, expressed by different code systems or stored in the individual's worldview, to the text, which presents semantic fields according to various interpretations of mythological plots. These mythological plots are represented by a system of signs [5, 228].

Chandler (2017) defines the following functions of myth: "*symbolic*—based on a relationship which is fundamentally unmotivated, arbitrary, and purely conventional (rather than being based on resemblance or direct connection to physical reality); *iconic*—based on perceived resemblance or imitation (involving some recognizably similar quality such as appearace, sound, feeling, taste, or smell)"—e.g. metaphors, onomatopoeia; *indexical*—based on direct connection (physical or causal). The link can be observed or inferred—e.g. 'natural signs' [2, 41].

Taking into consideration the symbolic function of myth in our research, we assume that mythological information is stored in the individual's mythological worldview of a representative of a linguocultural society by a variety of verbal and non-verbal means of expression (for intance, artifactual, zoomorphic and other codes) and mixed signs (the combination of verbal and non-verbal signs, which are created by various symbols, visual and graphic stylistic means).

4 Findings

The category of the miraculous is verbalized in myth by a wide range of verbal linguistic signs: signs-personalities (a holy life-power, the evil spirit), signs-objectives (a bird mask), signs-locatives (a forest with rich soil, an island, a dwelling place for people and creatures) and signs-chrononyms (the whole night, darkness).

Signs-personalities include a set of culturally determined verbal units as representatives and guardians of fragments of culture. The mythological component of signs-personalities is an important factor in their iconic formation as units of cultural knowledge. Signs-personalities, which refer to unreal subjects of activity who have supernatural properties, represent the iconic nature of the name. Their linguistic properties determine the existence in myth of signs denoting a supernatural being (devil, monster), a person (woman, infant, child), animals (snake, raven), plant organisms (tree, bush etc.).

Signs-personalities contain semantic elements of culturally significant mythological information, basic knowledge and values. This information is codified in signs-personalities with the help of precedent phenomena reflecting the most important aspects

of nomination such as characterological and pragmatic features (the nasties, the Evil One, evil spirits); gender specifics (Lady Godiva, Woman, tiny man); age peculiarities (old wise man); toponymic (God of the Sea); social characteristics (Queen of the Gods) and factors related to the professional sphere (ferryman of shadows).

Signs-personalities represent mythological information about supernatural creatures by proper name formations with the help of metaphoric models and descriptive euphemistic nominations (Lord of the Sky, Sender of Rain, Lady of the Silver Bow, Folk of the Hill, Little People, Good Folk, etc.). In this context we refer to the iconic nature of the name. In these examples in the reference process the denotation and connotation aspects are realized by proper names, which represent archaic attributes, artefacts, rituals. Thus, the proper name actualizes the plot of the myth in a speech situation [12, 438].

The proper name formation performs the identifying function and indicates that an individual belongs to a linguocultural society. It's explained by the fact that the name in archaic society represented the worldview of an archaic man [12, 438]. Archaic mechanisms of names represented sacred (the names of Gods) or mystical taboos (the phenomena of the surrounding reality). The archaic names also signified the sacred values of the society at a certain stage of development.

Signs-objectives, which nominate objects towards which the activities of supernatural creatures are directed, are represented by glutonyms (eating their meat raw), nominations of artefacts (mammoth, ivory, helmet) and natural facts (a mountain crag, wind), zoonyms (two vultures hovering about him, tearing at his belly and eating his liver) and phytonyms (hyacinth).

A special place in myth is occupied by signs-locatives (lived in the same wood; giants of Bebrycos) and signs-chrononyms (they gathered by moonlight; late at night), updating the chronotope of the sacred world.

In a cosmogonic myth non-verbal signs which convey the meaning of the miraculous through lexical and stylistic means include: artefact code (to comb one's husband's hair—pregnancy); naturmorphic code (fire, water); anthropomorphic code (Warm Whirling Wind—a baby); zoomorphic code (Father Raven). These types of codes systematize hierarchically and complexly organized entities—elements of the picture of the world, fragments of reality, which combine natural phenomena and man-made objects (artefacts). These codes, as a set of values, include cultural concepts due to which mythological information is correlated with certain signs (symbols). Thus, the transition is made from the original meaning to the objectification of the subjective meaning. These codes represent archaic mentality and transmit values using signs and symbols.

The signs of a mixed type include verbal or verbalized precedent phenomena (The Holy Grail), which include mythological names, mythological events (situations) and mythological statements, which perform an iconic and affective functions in the text or a speech situation.

Mythological names from superficial reality denote fictitious anthropo- (the Spirit of Wisdom, the Living Spirit), and zoomorphic creatures (Crow Mother, the tortoise carries the earth), toponymic objects (under the holy earth, giant rocks, the boundless sea), flora (the lovely golden apples), artefacts (hammer).

Mythological events (situations) as a set of actions that are impossible in reality represent mixed signs. Mythological names can be associated with mythological events, which serve as their signifier (devilish being who creates all the destructive things). The signifier of mythological events actualizes in the recipient's mind a situation that belongs to the world of the miraculous. The choice of a sign to characterize a mythological situation is predetermined by the similarity of the objective and fictional worlds. In other words, as in the case of a symbol, the functioning of a sign as a mythological event is determined by its presence in the collective consciousness: "And so the first man came into being, and later Father Raven created all other beings" [3, 20]. The core element of the situation of the birth myth "the first man came into being" nominates an identical situation in the culture of any ethnic group.

Mythological statements are mixed signs that have a constant variable structure and create a world of the supernatural. Statements also function as signifiers of mythological events. Figurativeness as a differential feature of mythological statements allows considering them in the aspect of iconicity and determines their belonging to mythological images.

The iconicity of a mythological statement lies in the ability to represent a pseudo-referential situation. The mythological statement has a formulaic character and is reproduced in an almost unchanged form. For example, "This at last is bone of my bones and flesh of my flesh; she shall be called Woman, because she was taken out of Man" [4, Genesis 2:23]. This biblical statement about the creation of woman is used during the marriage ceremony.

An extended metaphor, consisting of several interconnected metaphors, which creates the ritualization of magical actions (predictions) or the motivation of ritual actions, can refer to both non-verbal and mixed signs: "With his hands he groped around, touching objects, and his fingers touched clay wherever he expanded them. The earth was clay and everything around him was dead clay" [3, 26]. This example depicts a Christian religious motif of the creation of the first man. Representatives of a certain linguocultural society pass this sacred mythological motif down to the rising generation, trying to explain the origin of the universe.

The analysis showed that the linguosemiotic information field of the miraculous in a cosmogonic myth is represented by a wide range of signs that perform the following functions: denotative (fixing in the national consciousness the spatio-temporal landmarks of the supernatural creatures, for example, a sea monster), evaluative (characterizing the impact of supernatural beings on objective reality and activity of the person "One god is greater than all great gods, the honour and the fame") [9, 102] and directive (reinforcing existing algorithms of behaviour in the supernatural world in the national consciousness and interactions with its entities, "Look, then! Contemplate the world, look [and see] if the mountains and the valleys appear!") [9, 288].

5 Conclusion

A wide range of linguosemiotic signs (verbal, non-verbal and mixed) organize the space of the miraculous in a cosmogonic myth. These types of signs perform denotative, evaluative and directive functions. The existence of a wide palette of signs is presupposed

by the material, spiritual and mythological levels of national identity that express the multifaceted essence of man. The selection and organization of linguistic means of the linguosemiotic space of the miraculous is explained by extralinguistic factors that belong to extra-linguistic social reality. The semantics of the cosmogonic myth reflects sacred images and values of an archaic man, his understanding of supernatural entities and their role in the creation of chaos.

In addition to signs, the linguosemiotics of the miraculous in a cosmogonic myth is represented by various codes—a set of images that are associated with stereotypes. The encoded information allows identifying sacred images in culture. Mixed signs are represented by symbols, metaphorical images and models, precedent phenomena, which are well-known and shared by the representatives of a linguocultural society. These signs are verbalized as ritualized mythological elements in speech situations.

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A Cohesive View of Learner Engagement in Pre-University Training and Tertiary Education

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Abstract. The paper reports on the current research and blended practices in English class in the School of Economic Relations and the Pre-University English Department, Moscow State Institute of International Relations (MGIMO University), Russia. In order to raise awareness and advocacy on blended practices combined with face-to-face design as an effective tool for learning English in higher education, the English Language Department has been successfully implementing the Moodle component that is primarily to enhance the linguistic competences in both students and lecturers. The objective of the research is to review the results of the student engagement questionnaire, mapped onto the results of the self-reflection questionnaire. The sample includes 242 subjects, with 138 student individuals who major in Economics and 104 of those attending pre-university English classes both with Moodle-based learning and in-class education, with emphasis on 20 lecturers' responses who are to objectively identify the students' progress and attitude to e-learning curriculum. The methods applied are a questionnaire, content analysis, sampling and categorization, mathematical statistics. The findings of the research highlight that high engagement rates in students of both pre-university and university stages are achieved through quite high relevance with self-reflection rates. Self-reflection powers create interconnectivity of the subjects of the curriculum and cross-disciplinary work. The lecturers who participated in the research gracefully focused on real and tangible e-learning statement that enhances behavioral, and cognitive engagement.

Keywords: Blended learning · Learner engagement · Self-reflection · Higher education · E-learning

1 Introduction

Inevitably, the pandemic-driven learning design of higher education has posed new challenges and opportunities to both learners and tutors. Enabled by the technological innovations in the educational sector blended practices have been enhancing learning effectiveness and enriching teaching experience.

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E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_26

Blended learning as a combination of computer-based and physical learning practices is the most frequently used flexible tool of the Information and Communication Technology in the post-pandemic educational landscape.

The theoretical background of the research dwells upon concepts and notions of practitioners who investigate a variety of approaches to computer-mediated education. Multiple terms found in today's literature define online education in various ways: from online content repository through zoom sessions to active virtual participation. In foreign literature, on a par with the term of blended learning a number of other terms can be applied to online setting, namely hybrid learning (Seraji et al., 2019), targeted learning (De Brito et al., 2021), multimodal learning and flipped learning (Lai and Hwang, 2016).

Theorists operating from cognitive-motivational stance highlight the ultimate psychological empowerment (De Brito et al., 2021) derived from the triad of self-concept, self-esteem and self-efficacy, thus making the blended practices a two-tangled issue where the academic curriculum provides both in-class agency and online affect.

Blended techniques allow wide personalized learning content and educational experiences through catering to a students' need on the individual level and in cohort through accurate assessments with a helping hand of robotics and artificial intelligence, refined insights into students' progress. Student-driven learning based on timeless access to computer-based environment facilitates and enables successful initiative and effortless presumption to hit the goal of self-paced training with an emphasis on lifelong learning. As for the instructor's role, blended framework incentivizes tutors to efficiently gain data-driven insights into learner's behavioral tactics of learning and cognitive trends.

Blended learning can be achieved through measurable outcomes of learners' performance and attitude towards the learning process. The most favourable and sought-after measurement in higher education is engagement as it indicates learning potential and learning outcomes of the students.

2 Involvement vs Engagement in Modern Studies

In education, engagement and involvement go hand in hand with both notions deemed in terms of interest and motivation with a minor discrepancy that refers to the degree of connection to the learning process, vigour and effort taken by the student to attain the academic goal.

Within engagement students demonstrate an ultimate zeal so as to accomplish the goal set by the curriculum, whereas involvement refers to mere participation and inclusion in educational experiences. Involvement encompasses such behaviour aspects as mere attendance and participation (Imran et al., 2023). In contrast, engagement comprises an array of emotional and cognitive features of the students, shaping the feeling of belonging and true intrinsic value (Kirsten, 2019).

Engagement is considered a requisite factor for enhancing achievement and academic success within both conventional class and computer-mediated learning presupposes agency and inclusion (De Brito, 2021).

Since academic engagement has been defined as time factor in academic learning, it refers to time-on-task accurate behavioral indicator or as an outcome of student engagement (Hart et al., 2011). Therefore, involvement encompasses attending the event,

volunteering, participation in an activity, merely focusing on a task, with an instructor's role in the form of information provision and consultation (Nikou, 2022).

In higher education, engagement is the most coveted component to indicate academic achievement and learning outcomes.

As engaged students are curious, motivated, collaborative with both peers and tutors, they will likely demonstrate willingness to education and inquiry, make meaningful connections between the areas of study. They are more enthusiastic to persist through challenges in order to attain the ultimate goal, which will allow them to rival with peers on the labour market as they make further career.

3 Self-Reflection as Personal Integrity Tool

Self-reflection is related to self-awareness and purpose. As a psychological retrospect improvement tool, self-reflection refers to tracking back and evaluating one's own behaviour, cognitive and emotional aspects.

Being widely used as a technique in psychology and education, self-reflection comprises analysis of motivational sources of behavioural patterns and self-regulated outcomes of learning (Zimmerman, 2011).

Self-reflection fuels metacognitive processes in learner-centered space, thus monitoring regulation and adjusting affect and cognitive aspects of personality (Meritan & Mroz, 2019).

In education, self-reflection verifies the assessed results of other methods such as engagement, self-efficacy, introspection, etc. In language learning environment, self-reflection is widely used for assessing learner agency through self-regulation or self-correction that pertains to further mastery and empowerment (Sweet et al., 2019; Hanham et al., 2021).

Some researchers identify self-reflection as a self-reference tool that may retrieve traits and properties, thus playing a major role in constructing self-concept (Lai & Hwang, 2016). There are also reasons for thinking that disclosing internal self-related experience is a meaningful mechanism used for augmenting social identification.

4 Tutor's Mentoring Role and Impact on Blended Learning

The interaction between students and tutors during the learning process is also crucial for analysing engagement levels and understanding the effectiveness of teaching methods and identifying areas for improvement. According to L. Ferlazzo (2011), students need mentors to transition from simply being involved to being actively included in the learning process.

Based on the blended learning curriculum, tutors play a significant role in equipping students with the requisite skills for success in the dynamic technology-driven economies of the future, instilling values and fostering ideas, which enhances engagement levels of students. Creating multiple entry points and packing the content tutors as mentors shape values and instill them in students.

For both tutors and students it is crucial to adopt cognitive and emotional values of the blended learning environment, so as to collaborate appropriately and promote engagement. Moreover, tutors can enhance students' educational experience and academic attainment.

Within blended learning curriculum *tutors* are provided with an accurate picture of how each individual student is coping with assignments on the e-platform. A scoring system directly supports tutor attitudes towards what each student is doing, whereas the student perception of the tutor correlates with classroom quality and thus fosters engagement.

Based on the assumption that classroom organization, emotional support and instruction by the tutor widely impacts classroom quality, the tutor's role shifting from knowledge provider to mentor within blended practices does not merely fade away. The tutor's influence has an even more profound effect as the students are sandwiched between classroom activities and e-platform component with double-faceted responsibility. In particular, absentees might not find loopholes and still remain in the limelight as their involvement is being focused on due to e-platform component assignments.

With an ever-growing list of duties exacerbated by the assessment of e-platform tasks that post-pandemic tutors are faced with, they may fall lethargic and anxious. However, there are modern trends that shape the artificial intelligence agenda with particular emphasis on optimization of the tutor's role in the learning process and education through augmentation and automation. Nevertheless, personalised instruction and mentorship still remains the domain of human teachers while the administrative burden on a par with e-performance is to be replaced by artificial intelligence altering the education landscape. The uncertainty about education landscape of the future may cause the teacher faculty frown on the novelties of the emerging technologies, thus causing anxiety and imposing the ill-advised practice on students (Shaping the Future of Learning, 2024).

5 Problem Statement

The School of Economics of Moscow State Institute of International Relations is known to be a paragon of intelligence and tenacity. Most students show indisputable diligence, academic rigour and dedication to studies. Amid the pandemic lockdown and travel restrictions, the professors observed lethargy and burnout because of excessive use of online classes. After returning to regular classes the tendency seemed to have been dropping, but so far particular research has not been carried out to assess the learner engagement potential. English Department the School of Economics of Moscow State Institute of International Relations favours organizing and conducting extracurricular activities in the English language that engages students in competitive events and projects one of which is the English club established at the department. Subservient to the prior goal, the aim of the project is to build the capacities of both students and tutors to amplify the digital learning skills and introduce media literacy in the computer-based environment.

In order to attain a two-faceted value of the blended practices used at The School of Economics of Moscow State Institute of International Relations, the authors find it important to illicit the core values by professors and lecturers who were in charge of the curriculum.

The authors find it quite interesting to measure the engagement rates within the regular practice and proportional distribution between online and in-class student participation.

6 Research Questions

The paper is directly concerned with the academic and psychological issues of engagement in educational practices. The scope of the study is integrative in terms of assessment and self-assessment of learner attitude towards computer-based environment through supportive and collaborative connections, sense of belonging and emotional well-being. While positive connections and growth mindset harnessed by the blended academic practices are to foster affective engagement, there should be an incentive for learners to achieve academic attainment and empowerment.

Since engagement is deemed through a constellation of dimensions, in particular cognitive, behavioural, and affective ones (Hart et al., 2011), the authors have elaborated on a number on parameters that highlight particular criteria, namely achievement, self-efficacy, motivation, goal orientation as basic components of engagement.

Based on the parameters mentioned above an engagement questionnaire was composed to highlight those blocs that appear to be pivotal for measuring engagement within the blended practices in tertiary education, namely cognitive component, behavioural component, motivation, and achievement. The self-reflection tool and professors' responses are the additional equipment for verifying the engagement stock.

7 Purpose of the Study

The objective of the research is to view the results of the engagement questionnaire that embraces achievement, motivation, behaviour, and cognition as the major components of evaluating both pre-university and university students' engagement rates so as to exhibit the efficiency of the Moodle-based component combined with in-person instruction. The self-reflection questions were to verify the results of the engagement questionnaire in order to reveal students' stamina and motivation that pertain to achieving high engagement rates. The subject matter of the research is the engagement framework in the learning process with blended learning as a conspicuous component of the academic curriculum precipitated by the professors' responses as a verification tool.

The hypothesis is proposed that high engagement levels are supported by high self-reflection levels.

8 Research Methods

The population of the study included pre-university students and bachelor-degree students who major in Economics at the School of Economic Relations of International Relations University (MGIMO), Moscow, Russia.

The sample included 242 subjects, with 101 pre-university students and 141 bachelor degree students. The gender discrepancy was not in the focus of the research. The experiment was held in December, 2023.

The questionnaire database aimed at identifying students' engagement scores and analysing blended learning effects (Appendix 1) was disseminated online using a free online survey tool where participation is totally anonymous. The questionnaire compiled by the authors is a Liker-type scale of 19 questions that reflect students' achievement, behavioral patterns, learning patterns and cognitive habits.

In order to verify the students' engagement levels a 13-questions' self-reflection questionnaire (Appendix 2) was also disseminated online.

An online 10-question tutors' questionnaire (Appendix 3) was composed to track the feedback by lecturers and professors on using the Moodle-based component and obtain tutors' attitude towards students' behavior, progress, attitude to blended practices and the potential of using computer-based approach in education.

Both students and professors were to select the most appropriate answer forms based on their own experience according to the following pattern: 1—I Strongly Disagree, 2—I Disagree, 3—I Almost Agree, 4—I Strongly Agree.

9 Findings

9.1 Statistical Analysis

Figures 1 and 2 illustrate distribution of the Engagement Scale and Self-Reflection Scale for two groups of respondents: bachelor students and pre-university students.

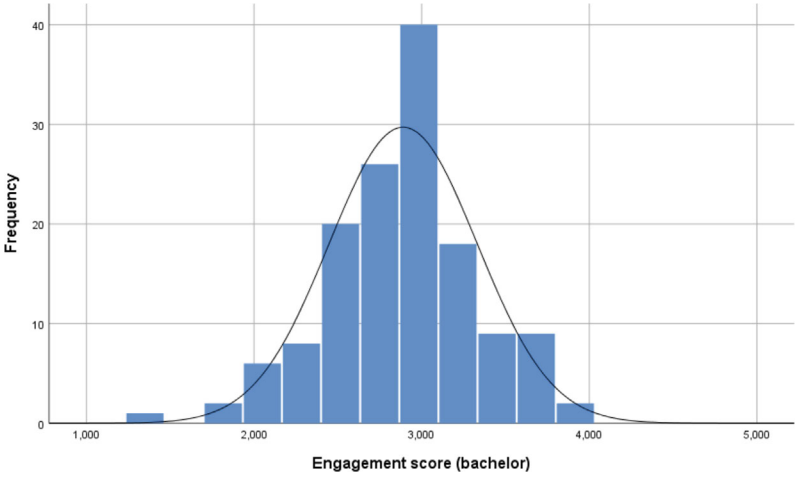

Fig. 1 Engagement scale distribution of the data, bachelor students

Normal approximations of quality are determined only by the sample size (141 vs 101), and not by the nature of the measurement.

Figures 3 and 4 show how data of the Engagement Scale and Self-Reflection Scale for two groups of respondents (bachelor students and pre-university students) are distributed.

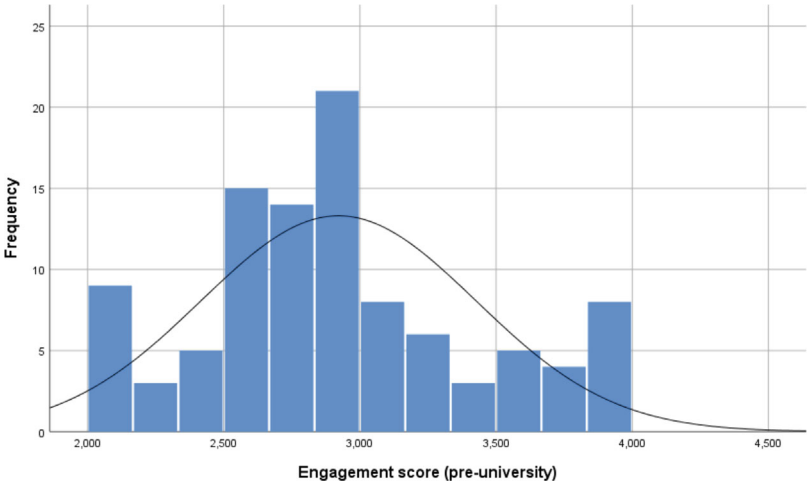

Fig. 2 Engagement scale distribution of the data, pre-university students

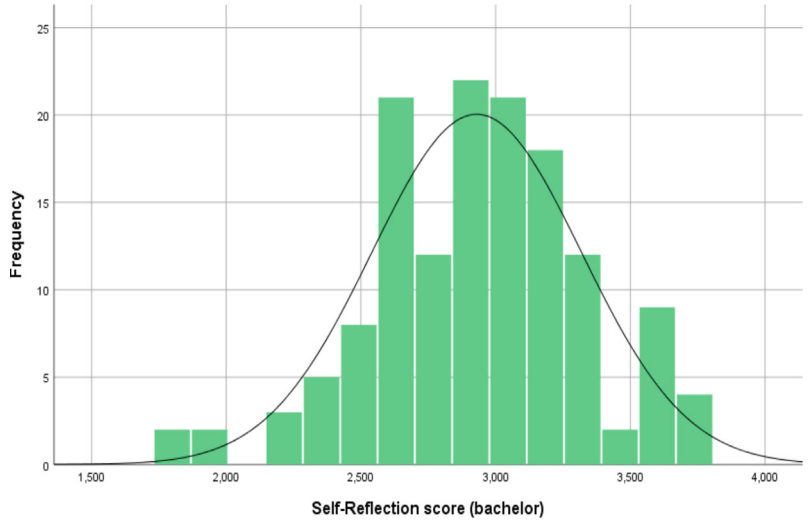

Fig. 3 Self-reflection scale distribution of the data, pre-university students

The Engagement Scale contains two reverse-sense (R) questions, and Self-Reflection Scale contains five reverse-sense (R) questions. Curves for approximating normal indicators and sample quartiles are provided.

The data obtained show that the mean and the quartiles lie to the right of the neutral indicator of 2.5, which indicates that engagement and self-reflection are positive for the vast majority (>75%) of the respondents (Table 1).

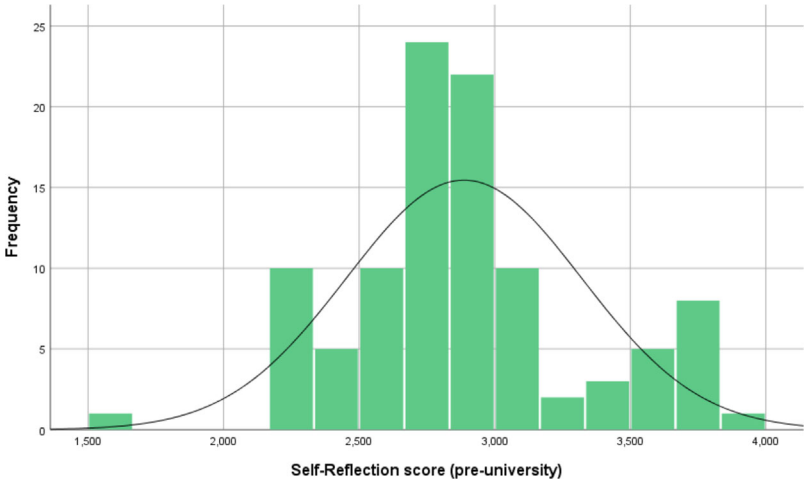

Fig. 4 Self-reflection scale distribution of the data, pre-university students

Table 1 Engagement scale and self-reflection scale overall statistical data

Scale	N	Mean	Standard Deviation	Q 1 (25%)	Q 2 (Median)	Q 3 (75%)
Engagement (bachelor students)	141	2.890	0.442	2.632	2.947	3.105
Engagement (pre-university students)	101	2.921	0.505	2.579	2.842	3.211
Self-reflection (bachelor students)	141	2.930	0.389	2.692	2.923	3.154
Self-reflection (pre-university students)	101	2.887	0.434	2.615	2.846	3.077

As for Engagement Scale, the mean value for the domains of bachelor students (N = 141) is quite satisfactory 2.890 (≥2.5), while for the domains of pre-university students (N = 101) the mean value 2.921 (≥2.5) is very high.

The mean value for the domains of bachelor students (N = 141) in the Self-Reflection Scale is 2.930 (≥2.5), which shows high rates of self-reflection. The mean indicator for pre-university students (N = 101) attained 2.887 (≥2.5) that is a bit lower than in bachelor students.

Upon initial examination, the level of self-reflection in pre-university students is slightly lower than that of bachelor students, which can be explained in various ways.

In general, pre-university students may appear to be less aware of their contribution to attaining success. Belonging to the domain of high school, pre-university students, who are not enrolled in the university curriculum, literally do not understand how to meet the university academic requirements or have not shaped a concept of the standardized approach how to accomplish the academic goal in university learning environment. Particularly, the pre-university students may be still taking hideous effort when struggling with home assignments on Moodle as the requirements are quite high and the merit system is stringent compared to the high school rating approach.

Additionally, they might have not fully adjusted to the academic community landscape and do not feel emotionally secure. The pre-university students might find themselves sandwiched between the novel imposed requirements of the pre-university classes and conventional schooling. Taking into consideration the fact that the pre-university academic year starts in October and the research under consideration was conducted in December, the pre-university students had been trained for 3 month only. So, they might fail to have had satisfactory adaptability rates at the moment when the research was conducted.

The conclusion drawn may indicate that further research is well-advised to be carried out so as to assess other pre-university students' parameters such as perceived self-efficacy, hardiness, and locus of control.

10 Reliability Assessment of Scales

In order to assess reliability and develop appropriate quantitative measures for assessing Engagement and Self-Reflection, Cronbach's Alpha (α) measurement was used. For this purpose, data from the overall sample (N = 242), i.e. for the domain of bachelor students and for the domain of pre-university students, were taken into account.

The overall standardized Cronbach's Alpha (α) for the Engagement Scale attained rather high values 0.895 (>0.7).

As for Self-Reflection Scale, Cronbach's Alpha (α) was satisfactory 0.744 (> 0.7).

It is important to note that all quantity scale items had the same response scale, which could also have led to stronger internal consistency for the quantity scale items.

Thus, the engagement measurement rates can be considered to have very high reliability, while the self-reflection rates are acceptably high.

11 Internal Correlation Between the Scales

A Spearman Rho analysis was used to determine if there is a relationship between student engagement and student self-reflection.

Table 2 shows Spearman's Rho Correlation Coefficient between Engagement Scale and Self-Reflection Scale for pre-university students (N = 101) and for bachelor students (N = 141).

The data obtained based on the results of Spearman Rho analysis showed the value of correlation coefficient of 0.702 (>0.7) with $p = 0.01$ ($p < 0.05$) for pre-university students that correlates positively, while for bachelor students (N = 141) with $p = 0.01$ ($p < 0.05$) Spearman's Rho correlation coefficient is not satisfactory 0.337 (<0.7).

Table 2 Spearman's Rho correlation coefficient between engagement scale и self-reflection scale

	Spearman Rho
Bachelor Students (N = 141):	0.337*
Pre-University Students (N = 101):	0.702*

*Correlation is significant at 0.01 level (two-tailed)

Interestingly, a high degree of pre-university students' engagement (>0.7) can be explained by high levels of motivation, the ultimate desire to become a student of a prestigious university, to persist through challenges. It can be also an indicator of personal contribution to success in the academic process, taking maximum effort and demonstrating enhanced hardiness.

On the one hand, the correlation coefficient < 0.7 for bachelor students might be the indication of average motivation, a complacent attitude towards studies, mental fatigue and academic lethargy. On the other hand, it may indicate lack of anxiety provided they have hit the desired aim of being enrolled in a prestigious university and are simply resting on the laurels.

In psychological terms, a person with a low Spearman's Rho correlation coefficient may have high self-control rates, which can also be a background for in-depth psychological analysis and further research.

12 Hypothesis Testing

Since the Spearman's Rho correlation coefficient turns to be low in one sampled group the Mann–Whitney U Test was applied in order to obtain evidence as to whether the groups are drawn from populations with different levels of a variable of interest. The hypotheses in a Mann–Whitney U Test for Engagement Scale are as follows:

- The null hypothesis H_{E0} is that the sampled groups (bachelor and pre-university students) for Engagement Scale are equal.
- The alternative hypothesis H_{E1} is that the sampled groups (bachelor and pre-university students) for Engagement Scale are not equal.
- Similarly, the hypotheses in a Mann–Whitney U Test for Self-Reflection Scale are available hereunder:
- The null hypothesis H_{S0} is that the sampled groups (bachelor and pre-university students) for Self-Reflection Scale are equal.
- The alternative hypothesis H_{S1} is that the sampled groups (bachelor and pre-university students) for Self-Reflection Scale are not equal.

Table 3 shows the comparison parameter according to the Mann–Whitney U Test for Engagement Scale and Self-Reflection Scale for both bachelor students and pre-university students.

According to Table 3, the Mann–Whitney U for the Engagement scale (N = 140) is 6975.0. Mann–Whitney U for the Self-Reflection scale (N = 140) is 6332.5.

Table 3 Mann–Whitney U test results for sampled groups' engagement levels and self-reflection levels

	Engagement Score (bachelor + pre)	Self-Reflection Score (bachelor + pre)
Mann–Whitney U	6975.0	6332.5
Z	–0.271	–1.471
Effect Size $r = Z/\sqrt{N}$	0.0174	0.0946
Asymptotic Significance (*2-Tailed*) p-value	0.786	0.141

The asymptotic (two-tailed) p-value for the Engagement scale (N = 140) is 0.786. For the Self-Reflection scale (N = 140), the asymptotic value (two-tailed) p-value is 0.141.

The data obtained reveals that the p-value in both cases exceeds the significance level $\alpha = 0.05$, therefore, alternative hypotheses are rejected.

The difference between pre-university and bachelor students for the Engagement scale and the Self-Reflection scale is not statistically significant. Accordingly, hypothesis $\mathbf{H_{E0}}$ is valid, i.e. there is no significant difference on the Engagement scale between the sampled groups.

The results of this study largely supported our hypothesis that both sampled groups reveal high levels of engagement and self-reflection within the blended learning environment.

13 Effects of Tutor's Role in Blended-Learning Environment on Students' Engagement

Based on the professors' and lecturers' questionnaire answers the responses map was designed. The data harvested is presented in Fig. 5.

Figure 5. illustrates the results of the professors' attitude towards Moodle-based component.

It is quite curious that the overwhelming majority (85%) of professors and lecturers admit that computer-based education shall not substitute tutors, while 80% of them find it an effective tool in education, which may speak in favour of the fact that they are likely to transmit their positive view to students.

Also more than two-thirds of answers (64%) fall in the domain of positive attitude towards blended practices and also two-thirds rigorously marked that their overall experience with Moodle was quite positive. Moreover, a joyful majority (70%) stated that their students enjoyed doing their home-task on Moodle, and more than half of lecturers disagree that Moodle component does not perform its function as a teaching tool (60%). Therefore, these attitudes shape the concept of education that may reduce student academic lethargy and fosters their engagement.

As far as the course-book material is concerned, there is one-third (30%) of contrarians who find it insufficient for the students to perform well. So they might favour

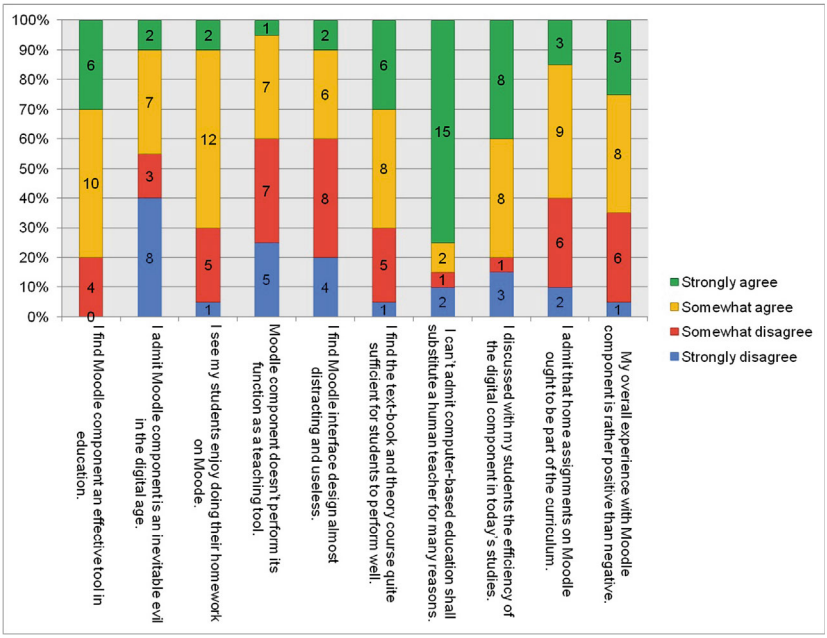

Fig. 5 Distribution of tutors' questionnaire data

rational and reasonable attitude towards blended practices and instruct their students putting them in the same track.

Less than half (45%) of professors and lectures admit that the Moodle component is an inevitable evil, with only 10% strongly agree answers, which is promising in terms of naysaying towards the development of computer-driven educational landscape, that resides in an iridescent blueprint of the future of the learning process. Also less than half lecturers and professors (40%) find Moodle interface and design distracting and useless, which is quite satisfactory.

The data obtained debunks the common knowledge that teacher is an invincible instructor with an imperative of ultimately ordering their learners what to do. The overwhelming majority (80%) of lecturers and professors answered they discussed the Moodle component with the students drawing attention of the latter to the efficiency of blended practices, which emphasises the domineering democratic style of teaching rather than autocratic one.

Overall, the results given in Fig. 5 prove that professors' and lectures' attitude towards computer-based education shapes the core value of the education landscape and largely, though sometimes indirectly, influences students' mindset and fosters engagement.

14 Conclusion

Blended learning practices have proved their efficiency both at the stage of pre-university and tertiary education. Computer-based environment allows constant engagement in the learning process through access to modern technical means of communication. The students' motivation is fostered through assignments on Moodle.

The results of this study largely supported the premises and the proposed model from which those predictions were derived. For the respondents who are high in engagement, self-reflective reasoning matters a lot. Both samples demonstrate rather high levels of self-reflection, which tends to result in significant efficacy gains. Tutors' attitude towards blended practices makes a positive contribution to developing students' engagement and self-concept.

The conclusions drawn indicate that blended learning practices based on established algorithms of obtaining knowledge in the learning process shape digital identity of today's student and establish digital culture in the academic milieu which can be considered a brand attribute that fetes tertiary education.

The findings of the research conducted may be helpful to create a roadmap for further research on self-efficacy, hardiness, and locus of control induced by blended learning environment.

Acknowledgements. The authors would like to thank Mikhail Zvyagintsev, Engineer of Chepovskiy Laboratory, MGIMO, who assisted in statistical analysis, descriptive (graphs) and inferential.

Appendix 1

Engagement Questions

1. If I cannot attend an English class when I am sick, I am always able to access Moodle/Stepik and cover the contents I have missed.
2. Interactive and media tools enhance my interest in learning.
3. Contents in English on Moodle/Stepik enhance my curiosity about other subjects of the curriculum.
4. I enlarge my competence in other subjects of the curriculum when doing assignments in English on Moodle.
5. Moodle/Stepik assignments contribute to my higher learning achievements.
6. I usually ask questions and contribute to discussions when I have learnt something interesting on Moodle/Stepik.
7. Moodle/Stepik contents in English allow me to enjoy doing projects.
8. I usually struggle with home assignments on Moodle/Stepik.
9. In English class, I understand that contents can be mapped onto other subjects of the curriculum.
10. When I do my assignments on Moodle/Stepik a lot of things make sense to me.
11. Contents on Moodle enhance my curiosity to learn more.
12. I come to class with completed readings and assignments on Moodle.

13. I discuss ideas from readings and lectures on Moodle/Stepik with my professors and lecturers outside the class.
14. I collaborate with other students outside the class to catch up with the assignment on Moodle/Stepik.
15. I collaborate with my fellow students and do Moodle/Stepik assignments together.
16. I take an active role in English extracurricular activities.
17. I am a member of the English Club.
18. I understand how the things I learn in English class fit together with those on Moodle/Stepik.
19. I map Moodle/Stepik contents onto the contents of textbooks and readings.

Appendix 2

Self-Reflection Questions

1. Moodle/Stepik assignments contribute to my higher learning achievements.
2. If I cannot attend an English class when I am sick, I am always able to access Moodle/Stepik and cover the contents I have missed.
3. Interactive and media tools enhance my interest in learning.
4. Contents in English on Moodle/Stepik enhance my curiosity about other subjects of the curriculum.
5. I enlarge my competence in other subjects of the curriculum when doing assignments in English on Moodle.
6. I usually ask questions and contribute to discussions when I have learnt something interesting on Moodle/Stepik.
7. Moodle/Stepik contents in English allow me to enjoy doing projects.
8. I usually struggle with home assignments on Moodle/Stepik.
9. I do enough on Moodle/Stepik just to get by.
10. When I do my assignments on Moodle/Stepik a lot of things make sense to me.
11. Contents on Moodle enhance my curiosity to learn more.
12. I come to class with completed readings and assignments on Moodle.
13. I discuss ideas from readings and lectures on Moodle/Stepik with my professors and lecturers outside the class.
14. I collaborate with other students outside the class to catch up with the assignment on Moodle/Stepik.
15. I collaborate with my fellow students and do Moodle/Stepik assignments together.
16. I take an active role in English extracurricular activities.
17. I understand how the things I learn in English class fit together with those on Moodle/Stepik.
18. I map Moodle/Stepik contents onto the contents of textbooks and readings.
19. In English class, I understand that contents can be mapped onto other subjects of the curriculum.

Appendix 3

Teachers' Questionnaire

1. 1.I find Moodle component an effective tool in education.
2. I admit Moodle component is an inevitable evil in the digital age.
3. I see my students enjoy doing their homework on Moodle.
4. Moodle component doesn't perform its function as a teaching tool.
5. I find Moodle interface design almost distracting and useless.
6. I find the text-book and theory course quite sufficient for students to perform well.
7. I can't admit computer-based education shall substitute a human teacher for many reasons.
8. I discussed with my students the efficiency of the digital component in today's studies.
9. I admit that home assignments on Moodle ought to be part of the curriculum.
10. My overall experience with Moodle component is positive rather than negative.

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Understanding Intercultural Interactions in Business Communication: India and Russia

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Abstract. The Article presents an empirical analysis of the features of Intercultural business communication between India and Russia from the prism of Edward Hall's 'silent Language' in wake of growing economic cooperation and trade between two nations. The study explores the similarities and differences between the non-verbal communication in the business culture of the two countries, based on both primary and secondary sources of information. The differences with reference to their use of Context, Time (chronemics) and Space (proxemics) are explored. The analysis concludes that although both countries have been close partners historically, they are different and have unique cultural dynamics that is reflected in their distinct nonverbal communication styles. It is proposed that the business entrepreneurs from these countries who intent to engage and transact with each other need to indulge and accustom themselves thoroughly with the unspoken section of the business communication and culture for productive outcomes. The findings will assist and encourage companies and individual entrepreneurs in enhancing understanding and cooperation by harmonizing expectations and adapting to each other's communication styles.

Keywords: Business communication · Communication barriers · Intercultural differences · Non-verbals · Silent language

1 Introduction

In today's interconnected world, effective business communication is a vital skill for successful global business. This research analyzes the dynamics of non-verbal interactions in business communication between Indians and Russians. It explores the cultural backdrop in these interactions, identifies the challenges, and offers strategies to enhance intercultural understanding and collaboration in the business context. This research paper explores the various underlying cultural factors that influence non-verbal business communication of both Indians and Russians, analyze the challenges faced by individuals and organizations from these countries while dealing with each other, and propose effective strategies for enhancing communication effectiveness in this context. The focus will be on understanding the key cultural differences in communication and identifying barriers. Better understanding of each other's cultural styles of communication will strengthen relationships, enhance effectiveness and help maximize their potential for success in the bilateral economic partnership in the future.

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E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_27

1.1 Background: Russia and India

Russia is the largest country in the world offering great opportunities. It is one nation with a rather diverse culture in all its ethnic and regional variations (nationalities). The multilayered cultural mix is also an amalgamation of traditional Russian, the Soviet and westernized cultural models (Bergelson, 2012). India is the most populated fastest growing economy of the world, which is vigorously looking for opportunities to expand its economic and business cooperation. It is home to over a billion people, accommodating incredible cultural diversity between languages, geography, religions and social stratification. And despite this diversity, there are common themes and principles that contribute to the values, attitudes, beliefs and norms of the dominant society recognizable as 'India' (Scroope, 2018). In recent years there have seen an unprecedented increase in business relationship between India and Russia. Bilateral trade reached a new historical high of nearly 50 billion $ in 2023. The signing of various free trade agreements and enhanced connectivity will further accelerate this process of cooperation and interaction. However, these efforts need to be backed up by the state of affairs where companies and entrepreneurs across boundaries can successfully communicate and negotiate in an environment of trust. Doing cross country business is always very challenging and it is important to understand the mindset of business partners through historical, social political shared assumptions and the non-verbals. Therefore, an effort from the two countries towards greater integration of economic ties calls for deeper and clearer understanding of each other's business culture and etiquette needs. It has become imperative to prepare well in advance on individual basis for the professional business interactions to be smooth and fruitful. Cross-cultural business competence is an essential ingredient for the success and sustainability of any bilateral trade or economic cooperation and a lack of understanding of the cultural norms and practices of our business partners can lead to unfair judgments, misunderstandings and breakdown of business deals.

2 Research Objectives

The research sought to bring out the prominent features of the non-verbal business communication of Indian and Russian entrepreneurs in context of Edward T Hall's cultural theory. This would assist to build up the knowledge base and contribute to better understanding and smoother interaction and engagement between the business communities of two culturally different countries.

2.1 Problem Statement

There are two problems, discussed in this research:

1. Identifying the similarities and differences between India and Russia non-verbal business communication through collected data, and
2. Applying the collected data to formulate appropriate recommendations that will establish synergistic atmosphere for business association between them.

2.2 Research Questions

What are the specific parallel features and differences of non-verbal business communication of Indian and Russian origin businessmen akin to their culture that need to be understood and adapted to for establishing productive and long lasting business relationship?

2.3 Purpose of the Study

The research sought to bring out the prominent features of the non-verbal business communication of Indian and Russian entrepreneurs in context of Edward T Hall's cultural theory. This would assist to build up the knowledge base and contribute to better understanding and smoother interaction and engagement between the business communities of two culturally different countries.

2.4 Research Methods

This study adopted qualitative method using exploratory approach. The research used both primary and secondary data collection approach. To build a theoretical basis for this study, review of previous studies related to cross cultural communication in business communication of the two countries was carefully carried-out. The relevant literature review helped to analyse, argue, compare and contrast existing information that can strengthen or give credibility to this research. Data collection through secondary data sources included books, reports, journals, and research articles. While primary data included a short questionnaire which was administered to entrepreneurs from both cultures and interviews that followed. The data collected was carefully accessed and analysed according to the purpose and aim of this study. The interpretive analysis of data collected through post questionnaire interview was made. The secondary data analysis followed inductive processing of content with an emphasis on a holistic approach.

3 What is Culture?

In Hall's words, "Culture is communication and communication is culture" (Hall, 1959) It is primarily a system for creating, sending, storing, and processing information. Professor Hofstede defined culture as 'the programming of the human mind by which one group of people distinguishes itself from another group - the set of shared beliefs, values, and norms that distinguish one group of people from another' (Hofstede, 2001). Schein explained, "Culture is a pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (Schein, 2010). All in all, it a complex, multidimensional, shared reality that is transmitted over generations. Culture manifests itself in various types of implicit and explicit principles and is associated with social groups (Rathmayr, 2017). Although it surrounds us, its invisible and reflected through our communication styles. In addition, language constitutes only 10–20 percent of communication rest 80–90% is behaviour or "Non-Verbal".

3.1 Culture and Business Communication

Culture and communication are inseparable. Communication can be viewed as an essential and universal condition of human existence and one of the fundamental pillars of society (Malyuga & Orlova, 2018) While communication is process of sharing ideas and thoughts, culture is the structure that helps formulate, convey and interpret this communication. When people communicate across cultures, there are bound to be differences.

Intercultural communication has typically been defined as communication between individuals from different national cultures (Croucher et al., 2015). It is the exchange of meaning through symbols done by people from different cultural backgrounds. Intercultural communication is contextual and essentially involves interpretation and symbolism. Moreover, the inter-human differences are significant here creating differences in interpretation and expectation of competent behavior in creating mutual understanding (Silintowe & Susanto, 2018).

These differences are the biggest challenge to Intercultural communication. According to the topic of difference- understanding it, appreciating it, respecting it—is central to all practical treatments of intercultural communication (Bennett 1998).

Intercultural business communication is defined as communication within and between businesses that involves people from more than one culture (Chaney & Martin, 2014). It deals with the exchange of information and ideas between individuals or groups of different cultural backgrounds within a business context. It essentially involves understanding and navigating the varied cultural norms, values, and practices of foreign cultures that influence people's communication in a professional business setting. Successful Intercultural Business communication can enable individuals and companies to effectively interact with clients and partners from varied cultural backgrounds while fostering mutual respect and collaboration.

3.2 Edward T. Hall's Theory of Culture and Communication

Edward T. Hall, who is generally acknowledged to be the founder of the field of Intercultural communication (Rogers et al., 2002), in his seminal work, The silent Language (1959) outlined a theory of culture focusing on how explicit the message is and how important context is in communication in different cultures. He explored how people behave and react to differences in personal space: the concept of proxemics (how space affects communication) and how they view time: chronemics (how time affects communication). He identified 'the silent language' to be consisting of: The language of time, space, things, friendship, agreements and context. Hall calls 'high contexts' communication as those that contain less detail, because speakers expect others to be highly familiar with the context and 'low contexts' as those that contain a lot of detail, because they assume that very little context exists which would facilitate understanding (Annin, 2010).

Generally, people of high-context culture exchange messages indirectly, while people of low-context cultures prefer to transmit messages in a more direct form. To that extent, a high-context culture relies more on implicit communication and nonverbal cues, while a low-context culture relies on explicit verbal messages, clear rules and procedures. People

with a high-context cultural background do not explain much, everyone is supposed to know what to do and how to do it. People from High-context cultures tend to read and interpret body language, and non-verbals (looks, gestures and symbols). They often use silence to show disagreement. They avoid an open expression of dissatisfaction. The ability to "read between the lines" is thought to be imperative.

Further, people with low-context culture emphasize personal privacy and personal space, while people in high-context culture are focused on building interpersonal relationships and creating a sense of belonging. Hall coined the term 'Proxemics' to explain the difference in the the use of space between cultures. Personal space is the distance people keep from others. Most people are very sensitive if their personal space is encroached and feel discomfort, anger, or anxiety. However, it is highly variable, and can vary according to to cultural differences. Different expectations of personal space can lead to difficulties and misunderstandings in intercultural communication (Hall, 1966). On the other hand, allowing a person to enter one's personal space is an indicator of closeness and trust in the relationship. Therefore, it is important to recognize the cultural differences of personal space perception to improve cross-cultural understanding, and eliminate any discomfort people may feel because the interpersonal distance is too large or small.

People from High-context cultures and Low-context cultures also have different concepts of time: monochronic and polychronic. Hall called this 'chronemics'. In monochronic cultures clock time is considered a precious resource and often takes precedence over people. It is viewed as linear and focus is on sticking to time frames and doing one thing at a time. Polychronic cultures on the other hand give priority to human relationships and interactions. Time is spent on building relationships than on starting and ending meetings on time. Both being late for a submission and multitasking is common.

While Hall regarded low and high context concept as a continuum where no culture exists exclusively at one end of the scale, he categorised cultures with western European origins, such as the United States, Germany, Switzerland and Scandenavian countries, as generally low-context cultures and Asian, African, Arabic, Central European, and Latin American cultures as generally high-context cultures (Tong & Yuqing, 2020).

4 Data Collection

Individual business persons from the two countries were contacted online and requested to anonymously respond to the questionnaire prepared on google form. The respondents were asked to mark their response on a scale of 1 to 10. 20 Indian and 17 Russian businesspersons responded. The overall responses so collected were averaged out to the nearest whole number. The findings are presented in Table 1.

Interpretation was based on a combination of findings from the questionnaire, informal discussion with some respondents and review of secondary sources on this topic.

5 Findings and Discussion

The responses revealed that both Russia and India are similar on account of their insistence to forge comfortable relationships before engaging in business relationships. Before going into any substantial business deals, they assess their compatibility with

Table 1 Average response of Russian and Indian businesspersons

Question	Average Russian Response	Average Indian Response
How often do you establish a person to person rapport, trust (friendship) before making a business deal? Never (1) Always (10) (Как часто вы устанавливаете взаимопонимание, доверие (дружбу) между людьми, прежде чем заключать деловую сделку?	7	7
How often do you focus more on the general behaviour (the body language, tone and other non verbal signs) of the other party than on the words spoken?Never (1) Always (10) Как часто вы больше сосредотачиваетесь на общем поведении (языке тела, тоне и других невербальных признаках) собеседника, чем на произнесенных словах?	6	7
How often do you say a straight 'No' to a request that I can't fulfill or a proposal that I don't agree to?Never (1) Always (10) Как часто вы говорите прямое «Нет» на просьбу, которую я не могу выполнить, или предложение, на которое я не согласен?	8	2
How often do you openly expressing your dissatisfaction/disagreement with the other party? Never (1) Always (10) Как часто вы открыто выражаете свое недовольство/несогласие с другой стороной?	8	1
How important is it to begin a business meeting on time ?Most Important (1) Not at all important (10) Насколько важно начать деловую встречу вовремя?	9	9
How important is it to finish a business meeting on time ?Насколько важно закончить деловую встречу вовремя?	7	6
What are your business decisions based on? Purely on facts & figures (1) Purely on Intuition (10) На чем основаны ваши бизнес-решения?	6	9
How often do you think about maintaining appropriate distance between you and your business partner while interacting? Never (1) Always (10) Как часто вы задумываетесь о сохранении необходимой дистанции между вами и вашим деловым партнером во время общения?	10	8
How often are you in a situation when you feel discomfort by the physical closeness of your business partner while interacting? Never (1) Always (10) Как часто вы попадаете в ситуацию, когда испытываете дискомфорт от физической близости вашего делового партнера во время общения?	5	2

their business associates. Getting along in important. Both sides marked an average 7 on a scale of 1–10.

Indians response was more focused on the context, the demeanor and reading between the lines. They marked an average of 7 when asked about the frequency of their observation to general behaviour. In comparison Russian marked an average of 6, meaning that they are not as focused on the unsaid.

On the question of directness, there is a significant difference in the responses of business persons from the two culture. While Russians responded that they say a direct no to a request or proposal (8 out of 10 times) Indians are reluctant (2 out of 10 times). Similarly, Russians are far more forthright in expressing their dissatisfaction or disagreement than their Indian counterpart—a difference of 8 to 1 respectively.

On the question of time, businessmen of both countries marked almost similar responses. They are equally particular about beginning a business meeting on time (9–9). However, both are slightly more flexible in their attitude towards finishing the meeting at stipulated time (7–6).

Again, respondents from both countries preferred to base their decisions more on intuition or gut feeling and lesser on facts and figures. Nonetheless, Indians marked a more extreme response (9) than the Russians (6).

Regarding personal space, Russians marked an extreme attention to maintaining a physical distance (10) while Indians also marked to be cautious (8). The Russian respondents also showed feeling uncomfortable more often than the Indian respondents if proper physical distance is not maintained (5 and 2 times respectively, out of 10).

The research brought out conclusions that are listed below:

It would be a mistake to assume of Russian culture as a purely western culture and so automatically assume it to be low context and monochronic. Although, if we see it on a continuum, Russian culture can be placed more towards low context and monochronic end as compared to the Indian culture which is clearly high context and polychronic. The Russian culture is semi-east culture (Rubtcova et al., 2016) or a semi-west culture if seen from the Indian point of view.

Both Russian and Indians like to build relationships and work with trustworthy partners. Relationships are very important in doing business in Russia (Zaykova, 2016). The Russian way of doing business displays features of relationship-based culture (Bogdanova, 2015). Similarly, while doing business with Indians, private life and work are inseparable (Overgaard, 2010). In India, business relationships require an element of trust which places friendships on a greater level than a business contract (Lindholm, 2013). It is therefore recommended to become friends with them and give them time to get to know you before negotiating a deal with them. Relationship building is time consuming and slows down the decision making.

One must remember, however that while Russians prefer direct and clear speech (Rubtcova et al., 2016) in their communication, Indians pay a lot more attention to the "unsaid". Moreover, Russians are comfortable to refusing directly to some favor or tasks they cannot fulfill unlike the Indians who have trouble with directness and prefer to keep their true feelings to themselves. This might be a cause of concern as in India face saving is important and refusing directly can cause a loss of face. Sometimes, Indians can automatically answer 'yes' to a direct question, out of modesty or a hesitation to say a 'No' on the face. This is often confusing and frustrating for foreigners.

Russians however believe that it is only honest to say 'No' to some favor or task one cannot do and refusing directly. They believe that's the right thing to do instead of giving wrong hope to the other person. This might be seen as rude, cold and lacking empathy. Indians will generally talk around the subject when asked to do something they can't as they don't want to offend. They might say, "I will try", "Let us see" only to refuses later. Russian people often perceive diplomatic language as deceptive language. It's easy to lose trust in the relationship if you talk a lot of difficult words and long sentences with lot of polite words (Rubtcova et al., 2016). They see it as insincere and dishonest.

On the same lines, Indians are also not comfortable in directly expressing their dissatisfaction or disagreement. They prefer silence or delay over outright confrontation

which they consider as undiplomatic. As one respondent put it, "Business relationships are delicate and should be handled delicately". Therefore, expect indirect, circuitous communication to occur to reach an agreement or deal. (Scroope, 2018) Russians on the other hand do not like to mince their words. Russian negotiators tend to be direct, even blunt, saying pretty much what they mean and meaning what they say. Russia's version of relationship-focus approach to business with fairly direct, low-context communication is somewhat of a rarity (Gesteland, 2012) and makes it different from the Indian approach. Their straightforwardness might surprise the Indians but they must know that directness is associated with sincerity in Russia (Bergelson, 2012).

Both Indian and Russian are poly chronic cultures. Russian managers admit, "We try hard to be on time when meeting with foreigners". However, visitors from time conscious monochronic cultures see little evidence of this (Gesteland, 2012). Similarly, when foreigners make trade deals with Indians, they often complain of late deliveries and lack of punctuality. It is important to keep in mind that Indians have a completely different perception of time (Gesteland & Gesteland, 2010). However, when compared, Indians tend to be more lenient with deadlines than their Russians counterparts and need to adjust accordingly.

Personal space is treated differently in both cultures. Although Personal space and the corresponding physical comfort zone is highly variable and can't be measured with accuracy, culture certainly affects it. Indians are more comfortable with closeness due to the social cohesiveness and large population and are less territorial as compared to the Russians. However, Indians generally respect each other's personal space are very mindful of maintaining this distance especially with their female counterparts. Body contact like, touching, hugging, kissing and holding hands are best avoided (Scroope, 2018).

6 Conclusion

Indian and Russian business cultures are similar, yet different. Many of their differences like straightforwardness or the lack of it are substantial enough for causing disruptions to potential deals. Indian evasiveness and Russian bluntness need to be understood in their cultural context. Hence, it is proposed that the key to effective cross-cultural business communication is to be aware of and respect the different ways in which Hall's cultural dimensions may reflect in the behavior of cross boarder business associates and clients. The non-verbal behavioral differences are subliminal but critical aspect of the respective cultures of the two countries. To understand the subtleties, cross cultural training, including language training is important. Regular training brings exposure to the customs, norms and cultural issues of their host business partners that need to be appreciated and respected (Adanlawo et al., 2021). Spending substantial time interacting with each other's culture can help develop awareness of context, empathy and adaptability. Moreover, becoming members of governmental and non-governmental International business forums which facilitate cross border dialogues, organize forums, seminars and conferences on related topics to bring together the business communities around the globe can be very fruitful.

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Mastering Professionally Oriented Vocabulary When Teaching a Foreign Language

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Abstract. To achieve a competitive advantage for Russian specialists in the international labor market, knowledge in the relevant professional field is required. The article identifies the main difficulties that arise when students master vocabulary on their specialty in the process of studying a foreign language at a non-linguistic university, as well as the ways to overcome these challenges. For more productive work with linguistic material and mastering an active professionally oriented vocabulary by students, it is proposed to follow the principle of sufficiency and to use the method of phonetic association for material selection, study, consolidation and complete learning. The research methodology is based on a systematic approach and includes the following methods: analysis, synthesis, induction, deduction, statistical analysis. The research material is the responses of the 2nd year students at a non-linguistic university (mastering vocabulary on specialty). As a result of the empirical study, it was revealed that when using these methods, students' knowledge acquisition increases. The strategies presented in this article for studying professionally oriented vocabulary and developed with the consideration of educational material volume and the number of hours allocated by the discipline program, seem to us to be the most effective for students to master the necessary stock of active vocabulary. In general, the authors came to the conclusion that these techniques contribute to the formation of the necessary competencies and prepare students for interaction in their professional field.

Keywords: Foreign language · The phonetic association method · The principle of sufficiency · Professionally oriented vocabulary

1 Introduction

The goals and objectives of higher education imply the development of educated and professional personalities capable of solving various issues in the field of their professional activities, both in their own society and within the framework of international cooperation. Currently, the interest in establishing contacts in the field of professional interests with partners from other countries is not decreasing, which accordingly necessitates the need to have sufficient knowledge in the professional field to establish contacts and perform tasks that will help to strengthen ties and develop relations between countries.

© The Author(s), under exclusive license to Springer Nature Switzerland AG 2025
E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_28

The development of professional skills includes multifaceted aspects ranging from performing direct professional tasks to the ability to communicate in respective field of activity. Therefore, at the stage of studying at a higher educational institution, it is necessary to provide the student with the opportunity to obtain and improve reading, listening, writing and speaking skills, develop skills in working with information of various types of texts, analyze, select and transmit information, form their own opinions based on the information received, recognize intentions in the process of communication. To do this, you must first of all master the terminology of your specialty namely professionally oriented vocabulary.

2 Problem Statement

The issue of increasing the efficiency of mastering lexical material when studying a foreign language has always been and remains one of the most crucial. At universities, this issue is especially acute due to the decrease in the number of hours allocated for teaching this discipline. The matter is further gets worse by the fact that within the hours allocated to the planned topics, it is necessary to master specialized vocabulary, consolidate it, and determine the degree of its assimilation. Therefore, the teachers have to think about creating well-structured lessons in such a way as to get the most effective result. There is no doubt that it is necessary to take into account the number of hours allocated to a particular topic, and the volume of material reflecting the content of the discipline program, and the students' level of knowledge, and the potential of the teacher capable of achieving educational goals and objectives.

The problem becomes more complicated when students master specialized language units, when the question related to mastering professionally oriented vocabulary in terms of correct pronunciation and knowledge of the corresponding meaning of a word or phrase arises. This is when more effective teaching methods come into play.

3 Research Questions

During the last decade the research on professionally oriented vocabulary has increased significantly. Views on methods and means of mastering professional vocabulary and their place in teaching and learning a foreign language have been constantly changing for a long time. From time to time, the question arises about the goals and the focus of training, as well as the methods of effective teaching in terms of proficiency in using professional vocabulary.

We consider the research devoted to the correct selection of lexical elements intended for learning by the students with different levels of training to be crucial for advancing our understanding in the relevant field. This research has the potential to contribute to the overall body of knowledge. In this case, "experience is accumulated in terms of selecting commonly used and general scientific vocabulary on a scientific basis, in particular, taking into account the principle of the frequency of its use in a particular type of speech activity" (Polyakova, 2017). Working with professional vocabulary still requires a different approach and principles of organization, materials and methods of its presentation.

There is no doubt that in the methodology of teaching foreign languages, various methods of selecting lexical material are actively used. The most substantiated and practically appropriate ones are empirical, statistical, methodological and linguistic. "In the empirical approach, selection is made due to the teacher's experience. The statistical approach involves the quantitative characteristics of lexical units, the main of which is the frequency of their usage. In the methodological approach, the orientation of selection towards learning goals is dominant. The linguistic approach is based on the coherence of language units, their word-formation meaning and stylistic unlimitedness" (Azimov & Shchukin, 1999).

Traditional methods of learning a foreign language with a limited number of hours of classes without sufficient repetition and application of the taught material within the limited number of allotted hours leave little chance for activating the learning material. Therefore, various types of training are provided: integrated, autonomous or e-learning, which can help in solving these problems (Koleyni et al., 2024; Kralova et al., 2022). The papers tested the effectiveness of learning using mobile devices in developing sensitive and productive written knowledge through technical vocabulary. But in our research we consider the teaching methods, but not the specific methods of presenting, supplementing or preparing material.

One more study provides a detailed analysis of various teaching tools and proves that these technologies help to develop the communicative competence of students. Communicative competence is one of the main ones, since it presupposes the correct use of language in the professional sphere in order to solve special professional problems (Kolesnichenko et al., 2023).

In order to effectively and efficiently teach second-year students professionally-oriented vocabulary using authentic material, "a work algorithm consisting of six stages is proposed. Promising directions for teaching professionally oriented vocabulary have been recommended, which to a greater extent reduce the burden on foreign language teachers" (Ermolaeva, 2018; Khamova, 2023).

Professional discourse can be particularly difficult for non-specialists to understand due to the lexical ambiguity of words that have more specific meanings within a specialized field (Liu et al., 2022). Therefore, ignorance of professionally oriented vocabulary will in any case complicate communication among specialists, since misunderstandings will arise and can lead to unsuccessful results in communication.

Some works suggest to accumulate professional vocabulary in the learning process through working with a variety of texts and achieve its activation in the form of monologues and dialogues with the formulation of a specific problem. For this purpose, various types of exercises are offered to develop lexical skills through an electronic foreign language course. To achieve this goal, it is recommended to use various professionally oriented lexical materials, audio recordings and video materials (Kapsargina, 2022). But for the language fluency involving professionally oriented vocabulary in monologues and dialogues, students must first master it (professional vocabulary), namely, know their phonetic, lexical, semantic components.

And the second aspect of our research, namely the method of phonetic association, also plays an important role in the acquisition of professionally oriented vocabulary. After all, as it is well known, association takes place both when mastering one's native

language and when comprehending social life. Therefore, "one of the popular approaches to language acquisition is that the meanings of words are learned through associative connections with the objects to which they relate" (Bozavli, 2017).

Some researchers suggest that the cognitive trait association method is important for vocabulary learning. Association methods can be valuable because they allow learners to engage in a deeper learning process and use more combinations to facilitate that deeper process (Shen, 2003). Our research shows that this method promotes long-term memorization.

Some authors are developing proprietary methods for memorizing terms and definitions, the purpose of which is "to develop in students some basic competencies acquired at the undergraduate and secondary vocational education levels: knowledge of basic terminology and mastery of professional vocabulary". For example, the MemMode method of memorizing terms and definitions was created, edited and tested over 10 years. As a result, its effectiveness, favorable perception by students, the possibility of commercialization and full adaptability within the framework of the process of gamification and digitalization of education have been proven (Koniagina, 2022).

Some studies try to provide an overview of research on memory strategies in the field of foreign language learning, discussing the concepts, classifications, uses, instructions and influential factors of memory strategies (Wang, 2023).

A number of works highlight special groups of vocabulary that present linguistic and extralinguistic difficulties with examples of exercises and tasks for the development of lexical competence (Normuratova, 2021).

Various authors propose "a system of methodological techniques developed for the development of foreign language terminological competence, which includes four stages: drawing up a terminological grid of the communicative situation being studied, creating a terminological field, filling out a term card and conducting terminological games. The proposed system of methodological techniques is aimed at forming in the minds of students a strong logical structure of the terms and key concepts being studied" (Koltakova et al., 2023).

Previous methods focus on either identifying important words for English for Specific Purposes (ESP) contexts or identifying gaps in students' vocabulary, and "there has been little or no research about how to determine whether specific words are a good fit for learning using DDL (Data-driven learning) rather than using a more traditional, deductive approach. The system in this study used a corpus approach to identify words that are (1) important to the ESP context, (2) difficult for learners, and (3) well suited for learning with DDL" (Otto, 2021).

In addition we believe those studies are promising in which the authors propose the need to use mixed methods in language teaching, the opportunity to intertwine the strong points of two methodological approaches in favor of obtaining more rigorous conclusions in relation to a given problem study. In fact, MMR (Mixed Methods Research) allows researchers to conduct a thorough examination of more complex research questions that cannot be investigated using only one of these methods (Abi-Hashem, 2020; Sokolova & Bystrova, 2021).

All of these studies are important, but they do not look at the two aspects together. It is crucial to consider both approaches (the principle of sufficiency and to use the method

of phonetic association) in order to get a comprehensive understanding of the topic. By combining these perspectives, we can gain a more holistic view and potentially uncover new insights that may have been overlooked.

4 Purpose of the Study

Mastering professionally oriented vocabulary means that the following components of a language unit have been mastered: phonetic (students know how to pronounce a word correctly), orthographic (students know how to write a word correctly), grammatical (students know how to use a word in a sentence), morphological (students know what part of speech it is), syntactic (students know what function it plays in a sentence); lexical (students know the meaning of the word).

Our goal in this work is to present some practical approaches to teaching professionally oriented vocabulary in non-linguistic higher education institutions. We hope that the results of our research will be useful to those interested in this topic.

5 Research Methods

The thematic organization of terms makes it possible to include words and phrases that form "the core of the terminological system of a particular field of activity and at the same time serve as the basis for the further formation of a more complete vocabulary. The thematic selection principle helps us to organize educational material in situations and topics so that the process of developing the required speech skills and abilities occurs faster and easier" (Polyakova, 2017).

In this study, we consider the possibility of applying the principle of sufficiency, which we define as providing students with the necessary number of language units, allowing them to effectively and adequately use these units in oral and written speech and apply them in further professional communication. Practice shows that one of the problems is the choice and selection of language units in the area of training intended for mastering. Often in textbooks and teaching manuals they are not clearly indicated, they are not limited, and the teacher has to choose those words and expressions that will be more adequately suited for learning, depending on the goals and objectives, as well as on the level of students' knowledge. Taking into account many years of experience, we can make an assumption regarding the most optimal number of language units on the planned topic: it can vary on average from 20 to 25 words (for one unit) and expressions related to professionally oriented vocabulary.

Below we will give several examples of professionally oriented vocabulary in two areas of higher educational institutions of various specializations. Linguistic units are given to students for memorization using the phonetic association method. It should be noted that when translating a sentence into another language, there is a discrepancy between the language units in sound, so we provide examples in Russian.

In the field of economics, the assimilation of professionally oriented lexical units in terms of their spelling is easier, they are recognizable, but, nevertheless, there is a certain difficulty in terms of correct pronunciation and stress.

Examples: Professionally oriented vocabulary related to economics:

currency – Мой друг ***Карен*** *любит только букву* ***C [si:]*** *в английском языке, потому что с этой буквы начинается слово* ***валюта****.*

goods – Хороший ***товар*** *должен быть всегда во множественном числе!*

*income – Св****инкам*** *не нужен* ***доход****, св****инкам*** *нужен уход, а значит, уберем у них две первые буквы.*

*loan – Помните фильм? - Подозрительный к****лоун*** *с дефектом речи не произносить первые буквы в словах пришел в банк, попросил банкира дать ему* ***заём (ссуду)*** *на благотворительность. Банкир сжалился, поверил ему и поплатился за это!*

debt – Кто забудет про свой ***долг****,* ***дед [d'´эт]*** *покажет ему ствол.*

Examples: Professionally oriented vocabulary related to jurisprudence:

lawyer – В ***фойе*** *зашли* ***юрист и адвокат****, один попробовал в этом слове сменить первую букву на* ***Л****, а другой поставил ударение на* ***первый слог****.*

judge – Она любила танцевать под ***джаз*** *с* ***судьей****, чье имя начиналось и заканчивалось на звук* ***[dʒ]****.*

court - ***Кот*** *на* ***суд*** *не придет сам, даже если он сосиски украл не в первый раз.*

witness – ***Свидетель*** *идет на* ***фитнесс*** *и разминает рот звуком* ***[w]****.*

suspect – ***C аспект****ом применения нецензурной брани* ***подозреваемый*** *был хорошо знаком.*

crime – Наш ***край*** *не избавится от* ***преступлений****, если будем добавлять в конце букву* ***M***

accuse – ***Обвиняем*** *неопределенный артикль* ***A*** *в том, что он очень часто употребляется!* ***Обвиняем*** *букву* ***Q*** *в том, что она редко употребляется!* ***Обвиняем*** *букву* ***Z*** *в том, что она всегда на последнем месте!*

prison - ***Приз*** *в* ***тюрьме*** *не дают, там* ***зон****а.*

It is sufficient to work with such units in one lesson and repeat them in the next one, the assimilation of language units will be ensured. These will be stages of familiarization with language units and initial consolidation, while simultaneously understanding their meaning (if necessary, explanation and interpretation). The following stages are control and correction (this can be a quick oral survey). And the last stage is the use in speech (both oral and written), in specialized texts, articles and etc.

6 Findings

We provided students with professionally oriented vocabulary to memorize. They learned the first 25 units using the usual memorization method, and they memorized the second 25 units using the phonetic association method. The descriptive statistics are presented in Tables 1 and 2.

As it can be seen from the tables, in most cases the results have been improved (by an average of 15.4% and 13.9% respectively).

7 Conclusion

It is obvious, that the method of phonetic associations is one of the methods of teaching professionally oriented vocabulary when teaching a foreign language. It can be used as an additional method. It can be used independently or simultaneously with other methods

Table 1 The results of diagnosing the level of mastering the professionally oriented vocabulary among the 2nd year students (10 people; the specialty is "State and Municipal Administration"; the topic is "Managerial Economics"; the number of language units for learning is 25 pcs.)

Participants	Usual way to memorize	Application of the Phonetic Association Method	Level increase by
Student 1	60%	83%	23%
Student 2	68%	91%	23%
Student 3	54%	71%	17%
Student 4	90%	94%	4%
Student 5	50%	68%	18%
Student 6	69%	82%	13%
Student 7	69%	90%	21%
Student 8	72%	94%	22%
Student 9	100%	100%	0%
Student 10	85%	98%	13%

Table 2 The results of diagnosing the level of mastering the professionally oriented vocabulary among the 2nd year students (10 people; the specialty is "Jurisprudence"; the topic is "Constitutional Law"; the number of language units for learning is 25 pcs.)

Participants	Usual way to memorize	Application of the Phonetic Association Method	Level increase by
Student 1	67%	85%	18%
Student 2	60%	81%	21%
Student 3	79%	98%	19%
Student 4	80%	98%	18%
Student 5	100%	100%	0%
Student 6	70%	81%	11%
Student 7	52%	72%	20%
Student 8	62%	79%	17%
Student 9	64%	79%	15%
Student 10	100%	100%	0%

at all levels of foreign language acquisition. Moreover, we believe that when choosing a material it would be useful to be guided by the principle of sufficiency (non-overloading).

Thus, the strategies for studying professionally oriented vocabulary presented in this article and developed in consideration with the volume of educational material and the number of hours allocated by the discipline program, seem to us to be the most effective

for students in terms of mastering the necessary vocabulary, that is the active vocabulary of words and expressions in their professional field.

Based on the results of the study, we can assume a positive effect from the presented methods, the use of which will help students to achieve a sufficient level of proficiency in professionally oriented vocabulary for further use in professional activities.

Figure 1 shows the results of applying the described approach and method. As it can be seen, the values increased for almost all the students.

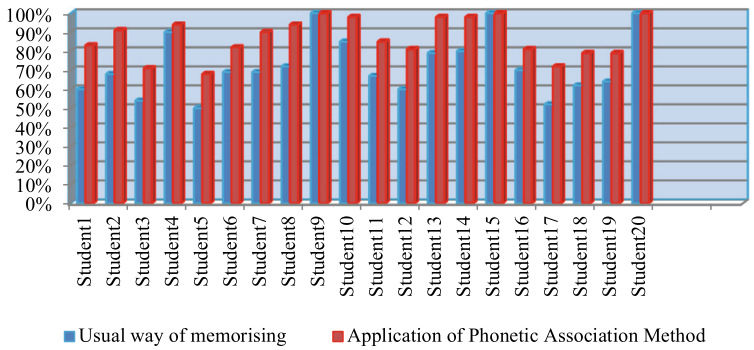

Fig. 1 Comparative indicators of mastering professionally oriented vocabulary depending on the methods used (in percentage)

Mastering professionally oriented vocabulary when teaching a foreign language is possible with careful selection and presentation of them in a special way for better perception and effective learning. This approach, in our opinion, will contribute to the formation of the necessary competencies and prepare students for interaction in the professional field. "The process of a person's assimilation of a certain system of knowledge, norms, and values that allow him/her to be in demand and function as a full member of society largely depends on his/her literacy and ability to use various linguistic means" (Halupo, 2014, p. 6).

Acknowledgements. Special thanks go to Peoples' Friendship University of Russia for the opportunity and exposure.

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Linguopragmatic Features of Communication via the Internet in AI-Era

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Abstract. The article is devoted to the study of the influence of the Internet as an information and communication phenomenon on public life and the formation of institutional trust of citizens to the authorities. The article pays special attention to the linguopragmatic aspects of language practices that form the media text, which becomes the main means of interaction with the audience. It analyzes the changes in language that occur under the influence of transmedia technologies and artificial intelligence, which affect the style and structure of communication. The author emphasizes how new media change traditional ways of speaking, blurring the boundaries between formal and informal speech genres. Under the conditions of postmodernism, social transformations are taking place according to a new scenario: people are increasingly immersed in the Internet space, which is relevant not only for cybercultures, but also for the general audience. This process of virtualization causes a change in the perception of social hierarchies and leads to more equal communication between participants. Despite the breakdown of boundaries between subcultures, basic cultural realities and markers remain unchanged, retaining links to pre-digital era forms of communication. Thus, the author emphasizes the need to rethink social dynamics and communication in the context of increasing dependence on virtual reality and changing language.

Keywords: On-line communication · Linguopragmatic use of AI · Lexico-semantic field

1 Introduction

The influence of the Internet as an information and communication phenomenon in general, the language of the Internet, and the media text, which today is entirely dependent on the Internet in particular, on the life of society is so significant that it requires separate consideration and assessment of its role in the formation of institutional trust of members of society in the authorities.

The formation of institutional trust depends entirely on the skillful use of language to create a text, or more precisely, a media text, as the most characteristic type of text today, which is built on the use of transmedia technologies and artificial intelligence technologies, which have largely taken over the function of communicative interaction with the target audience through, for example, bots.

© The Author(s), under exclusive license to Springer Nature Switzerland AG 2025
E. N. Malyuga (ed.), *Contemporary Approaches to Linguistics and Teaching Methods in Business and Professional Communication*, Springer Proceedings in Humanities and Social Sciences,
https://doi.org/10.1007/978-3-032-06297-0_29

In the era of postmodernism, changes in society are developing according to a completely different scenario than predicted by A. Crocker and M. Weinstein, who reduced the idea of society to the system of social institutions. In the postmodern period, the essence of human existence begins to manifest itself not in social reality, but in virtual reality. This trend covers not only representatives of various cyber subcultures, but also the majority of people in modern society, who find the meaning of their lives in immersion in the world of computer simulations and the metaphorical reality of cyberspace.

Thus, the postmodern individual gains freedom of choice in how and where he or she wants to exist. This new approach to identity and social life facilitates a deeper integration of technology into everyday life. The result is a unique space where social roles and norms are no longer rigid and fixed, providing an opportunity for self-expression and individual creativity. Virtual reality thus becomes not just a means of communication, but an important part of human experience, shaping new forms of culture and social organization.

D.V. Ivanov notes that "the perspective in which relations between people will take the form of relations between images is the perspective of virtualization of society" [3, p. 32]. Thus, the personality of the postmodern era finds itself immersed in a virtual reality filled with simulations, images and metaphors. With each new generation, this world is perceived more and more explicitly as a game. This understanding occurs consciously as the individual realizes its conventionality, the possibility of changing parameters and escaping from this environment. People begin to see their lives as more than just reality, actively interacting with the images created and taking part in game processes that shape their identity. Virtual spaces become channels for individuals to experiment with different roles and scenarios, allowing greater freedom of choice and expression. This new awareness makes the interaction between the real and the virtual more fluid, allowing each individual to choose how they want to represent themselves in this changing world.

Additionally, it is worth emphasizing that with the formation of virtualized society, the boundaries of social hierarchy are blurring. Communication in social networks and messengers contributes to the erasure of class divisions, as any user gets the opportunity to express his or her opinion, expressing ideas that can be heard by a wide audience. Thus, each message can reach thousands of eyes, regardless of the status of the authors. This democratization of information causes everyone's voice to become meaningful in the context of online interactions, even if it is educated by an ordinary user.

Virtual space fundamentally changes the ways in which people interact, forms new norms of communication and allows for the creation of communities based on common interests, not just social statuses. This leads to the formation of new forms of solidarity and support that characterize the many digital movements that are coming to the forefront of contemporary discourse. People unite around ideas rather than traditional hierarchies, which creates space for new social experiments and initiatives. This is a fundamental difference between the Internet and the means of communication that preceded it, because the principle of communication "one to many", which was based on the paradigm of "source - message - recipient, where there was no feedback, has undergone substantial changes. Now the paradigm has changed to "source - message - recipient -

feedback", and the source and/or recipient can be an artificial intelligence that is capable of generating a message and providing feedback.

On the other hand, virtual reality provides unique opportunities for self-expression and self-presentation. People can construct their images, experiment with identities, and find like-minded people with whom to share their hobbies and interests. This creates new forms of communication that support an honest and open exchange of views.

Thus, the postmodern era is causing a rethinking of social reality through the prism of virtuality. Human beings increasingly find themselves in a world where the tangible and intangible intersect, creating new conditions for interaction and social construction. The opportunities offered by virtual reality can run parallel to risks and challenges. Accordingly, it is vital to be aware of these aspects in order to use virtualization for creative purposes.

In general, life in virtual reality requires new skills, adaptability and critical thinking. The ability to distinguish information, to think critically about it and to manage one's own virtual image becomes archival in the conditions of postmodernism. Virtual reality becomes not only a means of communication, but also a space where new forms of culture, art and social activity can emerge. This space opens the door to new possibilities, but also calls for a deeper reflection on one's place and role in a society that is increasingly dependent on technology.

Thus, the virtualization of society is shaping a new understanding of the human being, opening up endless spaces for creativity and self-expression, but also pointing to challenges that require a careful and conscious approach.

2 Key Features of Modern On-Line Communication

2.1 General Characteristics

Communication on the Internet occurs through the use of media text built with the help of transmedia tools, which unite almost all texts of a certain subject matter into a single global hypertext. The use of such technologies, taking into account the intentions of the ideologists of the creation of a unified communicative space, described above, made it possible to make users search for and receive information within the pattern set by the sender of the message. But such unprecedented trust became possible due to the illusion of a censorship-free space, which was mentioned above. This, in turn, necessitated the simplification of discursive practices, both classical and innovative, which we can see in the example of discursive genres found on the Internet.

Thus, the Internet audience has grown to enormous proportions, making it virtually uncontrollable. D. McQuail wrote that "mass audiences are characterized by a lack of self-awareness, anonymity, and an inability to take active concerted action. < … > Social passivity and personal disunity provide an opportunity to manipulate it" [5, pp. 38–39].

2.2 Online Communication: A Powerful Tool for Policy Makers

Online communication has become a powerful tool for politicians in the modern world. Leading world powers have begun to use the Internet not only to promote ideas, cultures

and languages, but also to create conflict situations. This manifests itself in various forms, such as websites with disinformation about candidates, cyberattacks on the resources of major banks, TV channels and state organizations, as well as the collection of compromising data on political figures, the dissemination of fake news and dipfakes. These methods can be used to overthrow governments or establish regimes favorable to certain countries.

In addition, there are special services, such as "Active Citizen" and "Dobrodel", which facilitate the ability of citizens to report their problems to the heads of municipalities and regions. These platforms help to strengthen the connection between the authorities and citizens, demonstrating that the state is ready to hear and solve the pressing problems of the population. However, it is important to remember that the attractive shell of online communication can hide manipulation and misinformation, which can be used in political games and to achieve power goals. This highlights the dual nature of Internet communications in politics, where opportunities for interaction and dialogue can simultaneously serve as tools of manipulation and control.

2.3 Linguopragmatic Peculiarities of the Notion "E-government"

Today it is common to talk about the digitalization of the political regime through social networks and messengers, which contributes to the establishment of institutional trust. The digitalization of a political regime has become possible thanks to the introduction of the so-called digital government (e-government), which is traditionally understood as the use of information and communication technologies to improve the work of the government not only through websites with low communicative power, but also through social networks and other communicative services. In English there are two terms for this socio-political phenomenon—e-government (digital government) and e-governance (digital governance), which are obviously not synonymous. The concept of e-government has now become part of the world picture of modern man. At the beginning of its development, e-government was perceived as another conceptual metaphor serving for psychological accommodation and social adaptation of users to the new reality, but over time it became a hyponym for quite a large number of lexical units. That is why we consider it expedient to consider it from the position of polemical methodology, then we will see that the lexico-semantic field E-government (synonymous with Digital government) at the macro level includes the following microfields:

The microfields shown in Fig. 1 are the core of the lexical-semantic field E-government, the core includes the following lexical units: Electronic services, Online portals, Digital public services, Government websites, Digital strategies, Online public administration, Government digitization, Digital policies, Transparency, Public access to information, Open data initiatives, Collaborative governance, Online voting, Digital referendums, Civic technology, E-consultations, Electronic ballots, Online election systems, Secure voting platforms, Voter authentication technologies.

The periphery of the considered lexical-semantic macrofield E-government includes the following microfields (Fig. 2):

The peripheral microfields include the following lexical units: Online forums, Digital public consultations, Crowdsourcing for policy-making, Virtual town hall meetings, Digital tendering, Online bidding platforms, Procurement management systems, Supplier

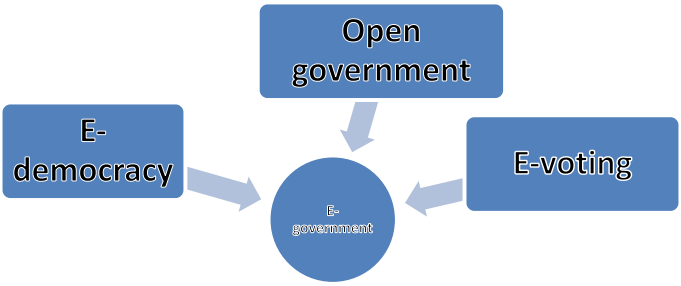

Fig. 1 Structure of the lexical-semantic field E-government

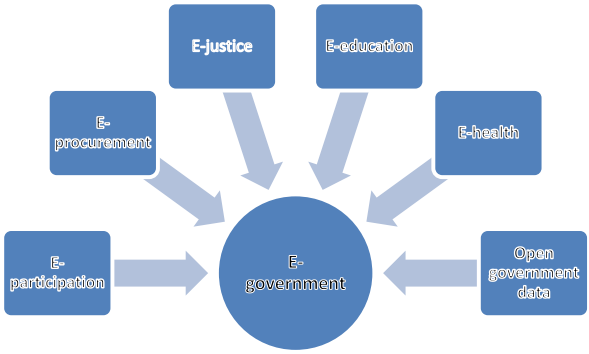

Fig. 2 Structure of the periphery of the E-government macrofield

portals, Online dispute resolution, Digital courtrooms, Electronic case management, Virtual hearings, Telemedicine, Electronic health records (EHR), Health information systems, Online patient portals, E-books, School websites, Online learning platforms, Digital classrooms, Data portals, Public datasets, Government transparency initiatives, Open data standards.

The above examples in English represent a metaphorical transfer of reality objects into virtual space at the verbal level, which has the pragmatic task of creating a psychologically comfortable environment for representatives of different age and social groups of users.

According to a number of political scientists and sociologists [2, p. 200, 7, p. 28] considers the concept of e-governance (digital government) as primary and most correct to describe the phenomenon we are considering. The term e-government (digital government) is a metaphor. This is due to a number of pragmatic factors that can be described from the point of view of political science, clearly demonstrating it from the point of view of linguistics in terms of polemical methodology.

At the macro level, the lexico-semantic field of e-governance includes such a nucleus containing the following micro-fields presented in Fig. 3.

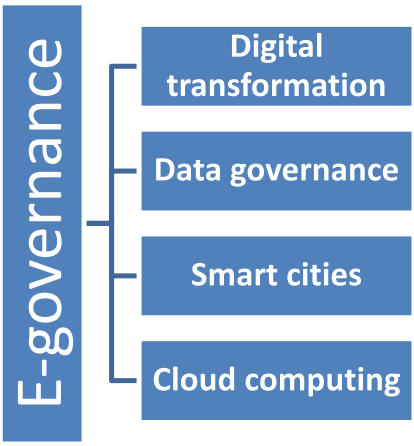

Fig. 3 Structure of the lexical-semantic field E-governance

The construction of the periphery of the described lexical-semantic field involves a large number of lexical units and concepts describing various spheres and ways of interaction between the authorities and society. We cite lexemes and concepts in English, as they entered Russian by means of calcification or trans. They entered the Russian language by means of calcification or transliteration, and also their semantic meaning was not subjected to significant transformation and was preserved: Digital change management; Business process reengineering; Digital innovation; Technology adoption; Social media interactions; Community platforms; Digital feedback mechanisms; Online surveys; UX research; User personas; Prototyping; Usability testing; Scrum; Kanban; Sprint planning; Cyber hygiene practice; Bridging the digital divide; Inclusion initiatives; Ethical AI frameworks; Transparency in AI; Automated decisions; Algorithm transparency; Bias mitigation; Blockchain scalability; Ethereum platforms; Remote patient monitoring; Digital health apps; Telehealth services; Virtual classrooms; Educational apps.

The described concept refers us to the concept of legitimacy, which is inextricably linked to the concept of "institutional trust", and can be discussed in the framework of S. Lipset's model of legitimacy, where the effectiveness of the political regime is considered central (see Table 1) [4].

Table 1 Legitimacy and effectiveness of the political regime in S. Lipset's model

Efficiency			
Legitimacy		+	-
	+	A	B
	-	C	D

As we can see from Table 1, the most effective political regime is the one that combines efficiency and legitimacy, which makes politicians follow scientific and technological innovations according to A. Toynbee's principle of "challenge-and-response", supporting communication, management and technical platforms. Toynbee's challenge-and-response principle, supporting communication, management and technical platforms. This is done in order to eliminate the "legitimation crisis" (J. Habermas) and avoid crisis situations, which directly depends on the crisis of motivations in society. Such interaction between the political regime and companies owning communication, management and technical platforms in the era of the Internet dominance and for the reasons mentioned above contributes to the formation of institutional trust and the creation of an image of effective power. V.M. Sergeev distinguishes technical innovations (technical techniques of manipulation) and social innovations (adjustments of norms and rules aimed at regulating the behavior of citizens both in physical space and virtual space) [6].

The role of a regulator of human behavior on the Internet is assigned to the so-called "think-tanks" (think-tanks), peculiar institutions-moderators, which usually include expert and civil organizations that are able to establish contact between power and knowledge available to society, which will subsequently lead to the formation of the policy required in certain conditions. For this purpose, any such organization that expects to succeed in this sphere, and especially in the information field, must be sensitive to the changing behavior of its target audience and the media landscape. Tracking these indicators is particularly important in order to avoid a crisis of confidence in political institutions and the political regime in the context of rapidly evolving forms of communication in a networked society.

With users becoming more and more critical of the information they consume, especially due to the rapid increase in the flow of data, as well as the spread of many falsifications and rumors, there is an urgent need for the authorities to create certain network nodes. These nodes should be directed towards a number of tasks: first, to influence the political agenda and public mood; second, to organize interaction between citizens and various government structures; third, to create an image of an effective state that is able and willing to solve complex problems, taking into account the needs and opinions of the population.

To fulfill these tasks, the Semantic Web or Web 3.0 was developed, based on the concept of physical and digital worlds (fijital). It includes the Internet of Things, which encompasses not only technological platforms that influence the process of forming public opinion, but also platforms that contribute to the formation of values and sociocultural attitudes in society. An important aspect here is the term "semantic", as modern Internet technologies use certain sign systems and codes to help aggregate, analyze and interpret information.

In this structure, artificial intelligence acts as a stationary or mobile agent capable of solving state tasks. It collects, systematizes, analyzes, synthesizes and generates content in accordance with the requests and goals of the authorities. Thus, the introduction of the semantic web offers new opportunities for building a more open and effective relationship between the state and citizens, as well as for increasing transparency and trust in public institutions. These changes may become an important step towards the

formation of a more informed and active society, able to constructively interact with the authorities in addressing pressing social issues.

Figure 4 summarizes the evolution of the means of interaction of political regimes according to the change of Web generations.

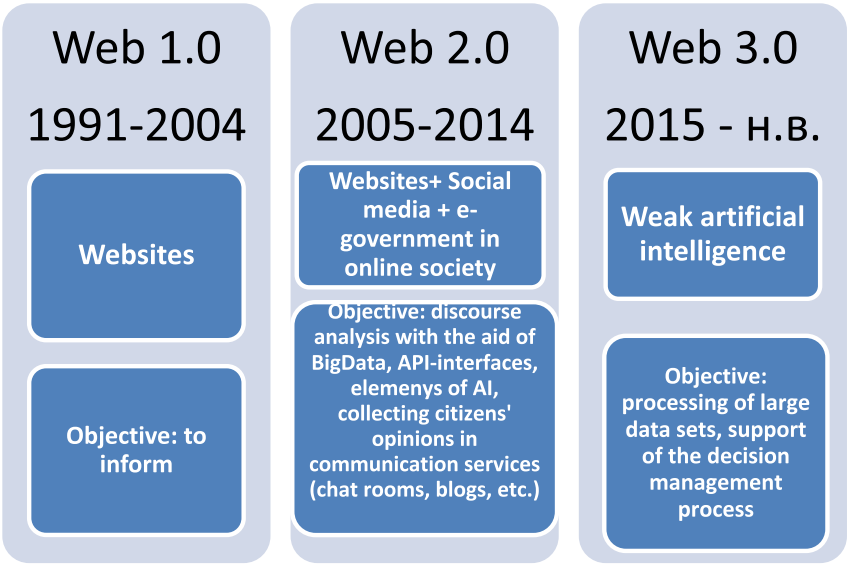

Fig. 4 Evolution of means of interaction between political regimes and society

2.4 Transition to Communication with AI

As we can see, over the past just over 30 years there has been a smooth transition from simple e-government portals based on weak artificial intelligence, as a result of machine learning and with human participation, may soon evolve into strong artificial intelligence that will be more actively involved in the socio-economic and political life of society, going beyond mere consultation and the role of an assistant. Several Western countries have already implemented the concept of seamless government, which implies the integration of various government services into a single system, simplifying the interaction of citizens with the authorities. The concept of e-government is justified in terms of increasing government efficiency, which finds support in the theory of S. Lipset, which emphasizes the importance of adaptation and development of government structures. Seamless government and electronic platforms represent a step towards a more open and organized interaction between public institutions and citizens, providing faster and better service delivery. This in turn contributes to a more active civil society, where technology plays a key role in creating convenient and accessible solutions for public needs. As technology continues to evolve, this approach can significantly change our perception of the state and its functions, opening up new opportunities for cooperation and citizen participation in governance.In addition, the widespread use of artificial intelligence technologies for communication between government and society is dictated by the theory

of richness of media capabilities of R. Daft and R. Lengel, who argue that the richer, more complex and diverse for perception and comprehension of the message, the more diverse and rich should be the means of communication [1]. The need for synchronous communication required authorities to abandon asynchronous genres of communication such as, for example, e-mail or messenger. What matters today is not the number of requests or the number of communication processes launched, but the correspondence of media communication capabilities to the needs of fundamental communication processes. This explains the growing interest in communication with chatbots with artificial intelligence than, for example, through e-government information portals or e-mail.

The systematic introduction of artificial intelligence technologies into the practice of two-way power-society communication in most countries of the world is developing according to a common model.

The initial acquaintance of a person with the elements of artificial intelligence occurs at the household level, more precisely at the level of using the most indispensable device today—a smartphone, since it is used not only for work, which would be a source of stress, but mainly for entertainment, games, communication with friends and family, virtual and real flirtation, reading favorite books and watching movies, which contributes to the production of endorphins and suppression of the stress hormone—cortisol. In such a relaxed state a person for the first time encounters such elements of artificial intelligence as voice search and voice typing, which are based on voice analyzers capable of communicating with their owner at first at an elementary level, and then begin to guess his requests for search when the phone is near during a conversation, even in the off state, T9 or auto-replacement of words or text fragments in a message, etc. Another example of using AI at the household level can be its use in smart home technology, which also contributes to the facilitation of human life, in the terms of M. McLuhan and E. Castells prosthetics of body functions, but most often no one thinks about it, getting a significant relief of workload and increased comfort, which seems especially important in today's rapid pace of life.

It is rightly considered that in modern society game (human) activity comes first and becomes the leading one. That is why the next stage of introduction of elements and technologies of artificial intelligence is game and leisure activities, which have a separate place in the system of values of modern man. Artificial intelligence technologies can be included in ready-made games, and the bot itself can be a pleasant companion in games organized according to the human scenario and conversations. Using AI capabilities a person can reveal themselves as a new personality that has not been given the opportunity to be realized in real life, by creating their prototype in the bot. These options give the user the opportunity for self-improvement without putting in extra effort, just on a verbal level, by spelling out all the options, actually their desires and dreams, and the AI uses this sketch to create a virtual image that is not static as the interaction between it and the person takes place.

Artificial intelligence is used in education to raise children's motivation for learning, methodological assistance to the teacher and in many other pedagogical circumstances when, for example, it is necessary to create an authentic situation of communication during group and individual work in the classroom.

In parallel, the introduction of artificial intelligence is taking place at the governmental level with the creation of e-government portals. This implementation is systematic and gradual, so as not to weaken the trust of users formed at previous levels. The beginning of this process was the introduction of paperless circulation of documents, transfer of vital spheres of society, medicine, interaction with services (obtaining certificates and certificates of ownership of housing, registration of marriage and children after their birth, etc.); education to the online environment. Then a number of laws were adopted on the safe presence of a person in the virtual environment; protection of rights and data of citizens on the Internet; national doctrines on the use of the Internet are being formed. In this connection such words as: e-Autentification, E-Government Architecture appear.

Before arriving at the current state of e-government, several stages were passed through, which changed depending on the progress in technology. The first form of government interaction was open government, the essence of which was to unilaterally notify the public of its decisions through government portals and websites. Communicative interaction was carried out in an almost asynchronous format, because at that moment moderators provided answers to queries. The next form was mobile government, where API principles were taken into account in the formation of the program interface, which made it possible to use the technologies of the "Internet of Things", which implied a close interweaving of gadgets, computers, smartphones, cars, etc. through technologies and algorithms.

2.5 Linguopragmatic Factors of Naming AI Chatbots

At this stage, structures of "weak artificial intelligence" are used—chatbots, which are implemented both on e-government portals and portals of medical services, for example, to make an appointment with a doctor. This type of artificial intelligence is usually called weak, as its functions and capabilities are limited to the following: (1) Quickly search for information; (2) Advise on a limited range of issues; (3) Offer options for solving a problem, but do not participate in their solution. Such bots function in a question-and-answer paradigm.

The peculiarities of naming chatbots deserve special attention. Preference is given to human names, often feminine with allusion to their meaning in this or that culture, or to a specific literary character or a real historical person who bore this name. The names of voice assistants are prime examples of this. For example, Siri in Swahili means—mystery, or corresponds to the Scandinavian female name Siri—a beautiful woman who follows you to victory. While Alice, despite the fact that the developers of chatbot Alice note that this is due to the technical features of the software, we can safely say that in representatives of different generations of users this name is associated with the name of two literary characters. The first is Alice Selezneva from the Soviet movie "Guest from the Future", who had a mystical device "mealophone", which like a chatbot knew the answers to questions and read the thoughts of others. The second was the heroine of the children's novel "Alice in Wonderland" by English writer Lewis Carroll, who fell into a parallel reality in a dream and traveled in fantasy worlds.

The United States government chatbot Emma was named after Emma Lazarus, who authored the sonnet carved on the Statue of Liberty's pedestal and dedicated to immigrants.

The AI-bot of the Ministry of Health of the Moscow Region also bears the Slavic female name Svetlana, which comes from the word light, which means “bright”, “clear”.

All of the above examples clearly demonstrate an obvious attempt to betray the value component of AI, which also makes it possible to build trustworthy relations with the audience. If Siri and Alice appear to us as non-personalized types of AI, then Emma and Svetlana can be called artificially created personality and belong to the type of “virtual official” [2].

Chatbots of government organizations mostly have the name of the organization as part of their name.

3 Conclusion

As the research shows the Internet has become an ideal manipulative environment design so that to psychologically adapt and accommodate any user to its rules through introducing new vocabulary, forming concepts and realities, imitation of person-to-person communication and dialog “on equal footing”. In such a way leading any person to trust the system and thus be more open to any suggestions. Today, one of he most striking results of it we can witness, the audience are open to the communication with AI and imitation the models of communication the bots dictate even on the text level.

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