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# Journal of Language & Education

## Editorial

Welcome to the third issue of the Journal of Language and Education (JLE) – the comprehensive platform that brings together scientific enquiry in such key areas as Linguistics, Psychology, Communication, Language Teaching and Learning, making available to readers works from across the international education research community. JLE is also a fine-drawn forum for scientific debates about the significance and replicability of linguistic and education phenomena.

We hope to continue to promote the publication of well-written, thought-provoking and highly informative synthesis of topics with a broad appeal. The journal makes every effort to give a say to new researchers as well as to well-established scientists. Along with variety of theoretical issues, approaches, language and education studies, the readers will most certainly benefit from practice-oriented articles, presenting a range of hands-on activities and tried-and-true techniques that can be borrowed and used in the classroom. This issue also presents articles on some less widely-researched, but not less topical and interesting topics.

The article “The Pragmatics of Nigerian English in Chimamanda Ngozi Adichie’s Novels” presented by Romanus Aboh and Happiness Uduk focuses on pragmatization of Nigerian English in Adichie’s novelistic creativity. The study seeks to identify the pragmatic relation between utterances and meaning explication. The results of the research show that the contexts, in which Nigerian English expressions take place, noticeably draw from Nigeria’s social and cultural environment, forming the essential discourse signals for communication participants.

Tatiana Bogrdanova and Asya Usmanova’s paper “Arthur Ransome and Dmitri Mitrokhin: Translating the Russian Folktale” focuses on the collaboration between the British translator and the Russian artist in translating Russian folktales. The authors’ findings reveal that the examination of the interplay between the text and the picture reveals the special role of aesthetically powerful images in rendering the culturally distinct character of folktales. The present study may contribute to understanding the intercultural dialogue between the translator and the artist and may make an important contribution to establishing cultural links between the countries.

The article “Pragmalinguistic Features of American Presidents’ Inaugural Addresses of the Last Century (1913-2013)” by Anna Gabets and Arnau Barrios Gené is devoted to the importance of pragmalinguistic markers of political discourse as a medium of concentration on language units, revealing the potential of perlocutionary speech acts. The quantitative findings show that using means of deixis played a significant role in providing extralinguistic information and additional meaning for the utterances. The study concludes with implications of how using means of deixis, presupposition and special type of reference as the main characteristic of American inauguration speeches ensures strong pragmalinguistic effect.

In “Linguistic Approaches in Teaching History of Science and Technology Courses through a Content Block on Cognitive Sciences” Olga Krasnyak, Mik Fanguy and Elena Tikhonova look at issues arising from the core curricula for undergraduate students due to the emphasis on scientific literacy. However,

as revealed through the research, taking into account the linguistic component when teaching HST courses can assist undergraduates in getting a basic level of linguistic knowledge as a medium of acquiring cognitive sciences such as evolutionary psychology, behavioral genetics, and artificial intelligence. The results of the conducted research reveal how the majority of participants showed that synergetic perceptions need to be embedded to understand changeability in the scientific paradigm.

The paper “Exploring meaning: Verb semantics and quality” by Natalie Gridina examines syntagmatic structures of verbs and their correlations with semantic feature drawing on the componential and morphothemic analysis by A.I. Fefilov. Results of the survey presented in the article indicate that there are new insights into the semantic structure of language units, researching the logical and semantic qualities of verbs subjected to a systematic morphothematic analysis.

The paper “Resiliency in Education: The Case of Foreign Language Teachers” by Fatima Valieva presents a study done with new perspectives in the correlation and interdependence of resilience, emotional intelligence, social maintenance as individual factors in language teaching. It should be noted that studying of resilience and the factors concerning sustainability is conducive to a more profound comprehension of the skyrocketing demands on English language teachers.

Elena Galichkina in “Developing teacher-trainees’ assessment awareness in the EFL classroom through project-based learning activity” investigates issues of professional competences, implementation of comprehensive methods and assessing techniques, defines developing teacher trainees’ professional competencies during a seminar. The special emphasis is put on the idea that project-based learning (PBL) is aimed at raising teacher trainees’ assessment awareness and assessment skills to practical use, fostering experiencing a PBL activity and developing confidence in recognizing teacher trainees’ personal strong points. Research findings show that experiencing a PBL activity can trigger a deeper assessment awareness of PBL activities and can help increase confidence in recognizing teacher

trainees’ individual strong points essential for their future professional career.

In “Facebook Birthday Postings from a Language Ecology Perspective in Russian, German, American English, and French” Olga Karamalak studies peculiar properties of the Facebook environment such as the restricted length of a message, the use of acronyms, simplified structures, merging and interaction of languages, and the use of graphical signs to convey emotions. The research specifically determined various psycholinguistic and cultural aspects of the verbal greetings from the timelines of Russian, American, German, and French Facebook users in terms of holistic and analytical types of critical thinking. The results of the study indicated that there is a significant difference between the users of the social network in displaying holistic or analytical thinking as the way to evaluate internal and external factors, as well as a personal inclusion into communication process.

The structured collection of text fragments described at the English Department of Orel State University (Russia) “Thesaurus of Text Strings: The field of EFL/ESL” by Iosif Keselman, a prominent professor in the areas of lexicology and language teaching methods, is a new type of dictionary due to the nature of its constituent items, text strings. The problems he touches upon in his review are analyzed from the point of view of lexicography and its specific status: The Thesaurus of Text Strings includes text fragments from specialized EFL/ESL texts, aiming at reflecting various aspects of language-teaching and language-learning communication.

We greatly appreciate the contribution and collaboration of all the authors and would like to thank them for the quality papers they submitted to Issue 3 of Volume 2. Their papers present the phenomenon of language, psychology and communication from an extensive variety of angles, ranging from language teaching methods to cognitive semantics; the authors also further consolidate connections among these areas and manifest the efficiency and effectiveness of an interdisciplinary approach.

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# The Pragmatics of Nigerian English in Chimamanda Ngozi Adichie's Novels

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There are relatively few studies that have examined the pragmatization of Nigerian English in Adichie's novelistic oeuvre. This study seeks to fill that gap by undertaking a pragmatic analysis of Nigerian English in Adichie's *Purple Hibiscus*, *Half of a Yellow Sun* and *Americanah* in order to account for the pragmatic relation between utterances and meaning explication. The theory adopted for this study is pragmatic context. The analysis indicates that the use of English as reflected in the novels is pragmatically oriented which, by and large, helps elucidate the particular use of English in the non-literary situation in Nigeria. Also, the analysis demonstrates that the contexts, in which these Nigerian English expressions occur, significantly, draw from Nigeria's sociocultural milieu, and the sociocultural milieu shapes the meaning or sense discourse participants squeeze out of utterances in interactive situations.

*Keywords:* Nigerian English, Igbosim, Code-switching, pragmatics, Adichie

An earlier study (Aboh & Uduk, 2015), notes that it is perhaps unthinkable to discuss the issue of language in Nigerian literature without specifying the underlying pragmatism that informs a writer's use of language. It is understandable that languages differ in their "socio-functional use and languages serve the purpose of communication but the forms of the conditions of their use are connected with a definite socio-historical situation" (Akujobi, 2014, p. 107). Akujobi's postulate is most probably informed by the colonization of Africa. The colonization of Africa both helped to make and mar Africa, depending on the perspective from which one sees colonialism. In terms of language, colonial education, arguably, made it possible for the African writer to "carry" his/her imaginative initiative beyond the shores of Africa. But the African writer does not write entirely in the "colonial" language. As observed in Nigerian prose fiction, the Nigerian writer writes in a language called "Nigerian literary English". This phrase describes the many modification

processes the English language has undergone since it came in contact with indigenous languages. Nigerian novelists', just as have other African novelists' use of language, demonstrates that literature provides a fertile ground for the modifications of English.

It is our recognition of some peculiarities in the English used in Nigerian literature that motivates this study. This study focuses on a variety of the English language used in the three novels – *Purple Hibiscus* (2004, henceforth *Purple*), *Half of a Yellow Sun* (2006, hereafter *Half*) and *Americanah* (2013) – written by the celebrated Nigerian female novelist, Chimamanda Ngozi Adichie. Adichie's novels, as well as her collections of short stories, have enjoyed critical scholarly attention – Ogwude (2011), Olusola and Alabib (2013). Anyokwu (2011), for example, draws his readers' attention to Adichie's largely adroit interweave of thoroughly domesticated English complete with Nigerianisms, slang, buzz-words, among others. He goes on to state that Adichie is exceptional

and commends her ability to mix the exoglossic and the endoglossic codes, that is, English and Igbo in her narrative enterprise. In a relatively recent article, Yeibo and Akerele (2014), while examining the phonology of Adichie's *Purple* insightfully argue that as constitutive layers of language, phonic elements function as veritable parts of textual organization and are as useful and fundamental as other levels of language study. Despite the extensive critical attention Adichie's works have received, studies on her use of language from a pragmatic perspective are still lacking.

One popular way of analyzing language is to focus attention on the "purely" linguistic issues, more phonological and syntactic than lexical. But what constitutes the inner structure of language is its pragmatism – the way discourse participants deploy language to achieve their communicative intentions. People's ways of using language thus become a synchronization of their ideas and their intended message, and this link between language and function brings to one's mind the core value of literature. Our aim in this study is to examine the pragmatics of Nigerian English as reflected in the sampled texts. It is hoped that such a scholarly engagement will account not only for the aesthetics of Nigerian English, but also for the pragmatic acts that are instantiated when Adichie's characters use language in her novels.

## Materials and Methods

### Theoretical Postulation: Pragmatic Context

Pragmatics deals with meaning in contexts. It studies how human communication is effected through the intended meaning of the speaker and is decoded by the hearer taking into account the context. For Mey, pragmatics is "the study of the use of language in human communication as determined by the conditions of the society" (2001, p. 6). It can be inferred from Mey's definition that the core of pragmatic study is to analyze meaning from its context of use. Put differently, pragmatics studies the meaning of utterances as used in interactive situations, taking into consideration the context. Odebunmi (2015) provides an elaborate definition of pragmatics. He writes:

Pragmatics is the study of meaning that is constrained by discourse participants' context-determined or context-shaped roles, access to shared or accommodated beliefs, negotiation of discursive choices and interactive orientation. (2015, 199)

This all-encompassing definition takes into account issues that concern the linguist who relies

on pragmatics in his/her interaction with meaning. It considers the discourse participants and what informs their discursive context, which evidently shapes their use of language, what they undermine or consider an integral aspect of their communicative transaction, participants' mutually constructed meanings of words, and their "preferred or dispreferred interpretation of utterances" (2015, p. 199). It can be said that for pragmatics, context is the whole of meaning.

Context is the driving force of meaning. Conceptualized as "the spine of meaning" by Odebunmi (2006, p. 25), context plays an indispensable role in the full explication of what a speaker implies and what a hearer infers. It is expedient to stress that context in pragmatics differs considerably from context in several other disciplines. In most language-based analyses, setting serves as the major frame of context. In pragmatics, however, "context refers to the dynamic, talk-connected condition that evokes co-experiential and current activity frames for the determination of senses of utterances" (Odebunmi, 2015, p. 200). Context, then, is not something fixed, but occurs in interactions in so far the meanings of utterances are interpreted based on the experiences discourse participants had prior to the current interaction.

In some instances, certain utterances or expressions suggest context. Even the culture of a people can suggest context. For example, in the Bette-Bendi cultural semantics of gossip if someone says "I have nothing to say", it does not mean s/he has put an end to the talk; rather, s/he has initiated some gossip. Predictably, the meaning or sense which the discourse participants make out of the interaction is determined by the context of the gossip. This pragmatic orientation of context appears to work contrary to the traditional concept of context where context relies on setting: church, school, home, etc. Pragmatic context, as already pointed out, goes far beyond the setting of an utterance since an utterance or an expression has the capacity to trigger its context. When such a contextualization takes place, what is said, how it is said and how what is said is understood or interpreted is not based on the setting, but on the context of the utterance. Context, therefore, embodies linguistic and non-linguistic factors of language use. It follows that when a word occurs or is used in isolation, one needs to place it in a situational, linguistic or cultural context because no word can really be understood out of context.

The use of the English language in the Nigerian context is different from its usage in Britain or America because in each context, the language is used to express the totality of the cultures of its users. The pragmatic features of Nigerian English (NE) are

the aspects of NE that reflect the cultures, traditions, worldviews and customs of Nigerian users of the language. It is not because of the physical space they occupy, but because of the particular way they use English. These pragmatic features of the NE can only be understood when studied in relation to the Nigerian context. What this implies is that in the pragmatic use of English in Nigeria, the rules of English typical in native situations have been influenced and modified under pressure from the cultural practices of the Nigerian environment. With this understanding of pragmatic context, we analyze the use of NE in our sampled novels. This paper is divided into three parts: the first part deals with Nigerian English expressions; the second, Igboism/transliteration, and the third addresses code-switching as a discursive technique.

### Nigerian English Expressions

Adichie's use of English in her artworks, like her contemporaries (other Nigerian novelists), can be described as Nigerian English, a variety of world Englishes. In their studies, scholars such as Udofot (2007), Eka (2002), Yeibo (2011), and others have authenticated the existence of a variety of English known as Nigerian English; it would be superfluous to argue here for or against its validity or existence. Adeniyi (2006) describes NE as "the variety of English spoken in Nigeria and used by Nigerians" (cited in Adedimiji, 2007, p. 4). Nigerian English plays an essential communicative function: to communicate across sociocultural boundaries and the multiplicities of languages that characterize the Nigerian multilingual society. Adichie uses this linguistic modality to communicate or instantiate the Nigerian-ness of her narrative discourse. Undeniably, her English is rooted in Nigerian experiences.

Since Nigerian speakers or users of English do not use the English language the same way that Britons, Americans or Australians do, we have identified some grammatical and culture-related English usages which reflect Nigerian expressions that are mere translations into English. Some of these expressions include:

1. '...*Sucking fuel* is a skill you need these days'. (*Purple*, 158)
2. '... This is not a good time for NEPA to *take light*...' (*Purple*, 165)
3. 'If some *Bigman* in Abuja has stolen the money, is the V.C. supposed to vomit money for Nsukka?' (*Purple*, 139)
4. 'I thought Odenigbo's girl is a human being; he didn't say you were a *water mermaid*'. (*Half*, 283)
5. Master found a *rain-holder* on the wedding day. (*Half*, 245)

6. 'Has Onyeka *touched you*'? (*Half*, 121)
7. "Go and give that Ifemelu a *talking-to*..." (*Americanah*, 68)
8. He called Akunne a lurid illiterate, a *money-miss-road*. (*Americanah*, 94)
9. 'Doesn't one of the commanding officers have a Hausa wife? She has put medicine in his food. (*Half*, 285)

The italicized parts of the expressions in the examples above highlight the cultural pragmatic patterns as well as the marked way English is used in Nigeria.

In 1, *sucking fuel* is the British English equivalent of siphoning fuel from one container to another. But Father Amadi deploys the expression "competently" because the context in which the expression is put to use insightfully depicts the accurate and functional reflexivity between meaning and context. It paints a time of fuel scarcity, a recurring dilemma in Nigeria. The expression implies that at such a time, one must learn the tricks of getting as much fuel as possible at a particular time, for no one can tell when one will find fuel to buy. It can then be said that it is the economic situation that informs the utterance, and in turn, the utterance resonates with the context of fuel scarcity.

The foregoing discussion suggests that one can hardly undermine the role of NE in giving expressive force to Nigeria's sociocultural reality. In 2, *take light* is pragmatically compelling as it is utilized to depict the incessant power outages that characterize power supply in Nigeria. To *take light* therefore describes the indiscriminate manner with which electricity is regulated or supplied in Nigeria. The verb *take*, therefore, is a Nigerian way of describing the outrageousness of the National Electric Power Authority (NEPA), officials, an entity that used to be the government's sole electric power generating and distributing agency. Aboh (2009, p. 94) writes that for many Nigerians, "NEPA means 'Never Expect Power Always'. This is informed by the fact that the agency is noted for its epileptic power supply". In the context of *Purple*, Amaka laments, "This is not a good time for NEPA to take light. I wanted to watch something on TV" (165). To "take light" acutely articulates Amaka's disdain with the way NEPA forcefully interrupts one's relaxation. It is perhaps important to say that different Nigerian languages have similar ways of describing the above act. NEPA *ebo ikan*, for example, is an Ibibio expression for NEPA has taken light: *ebo* means take/taken and *ikan* means light.

Similarly in 3, there is the use of the Nigerian lexical unit *Bigman*. It is a Nigerian word for either a rich or a powerful man. It can also be used to describe some influential personality who either heads a unit or an establishment of government or one who is in private



business and has made plenty of money. Invariably, *bigman* does not describe the size of a man, but the influence the man exerts. It depicts semantic shift/extension that characterizes NE, which can be argued, distinguishes Nigerian English from other varieties of world Englishes. *Bigman* can also have a pejorative meaning, which is precisely the context in which it is used in *Purple*. It succinctly describes a corrupt government official who coverts the fund that was meant for the University of Nigeria, Nsukka. Obiora makes the case that it is impossible for the V.C. to vomit the money since he was not the person who stole it in the first instance. Although *vomit* is an English word, it has been contextually “Nigerianized” to aptly make a case for the V.C. The pragmatic intention attached to the use of the word is that the strike should be called off because it is absolutely difficult for one to regurgitate the contents of what one did not eat. Also embedded in Obiora’s use of the Nigerian term is the fact that there exists a corrupt practice in Nigeria where “bigmen” steal public funds.

Example 4 is a communicative instance of reduplication that Nigerians utilize to stress a point. A superficial reading might interpret the expression as tautological since mermaids obviously live in water. However, the social context of use comes in quite handy here to illustrate how the expression, as used by Okeoma, signals Olanna’s beauty. This is quite telling because in Nigeria, many believe that mermaids are especially beautiful; if there is any expression that fittingly captures Olanna’s beauty, as far as Okeoma is concerned, it is a mermaid. So, she is as beautiful as a *water mermaid*.

The linguistic act of innovatively using language to capture events in their actual form informs the expression in number 5. A *rain-holder* refers to someone who has the capacity to control rain. This usage typifies the spiritual belief of some Nigerians that some people have spiritual powers, and they can use the powers to do many things. Perhaps the symbiotic intersection between language and culture is captured in this instance of language use. A *rain-holder* thus describes a person who wields spiritual power to either cause or stop rain from falling. This spiritual essence is exemplified when the rain-holder deters the rains from coming down during Odenigbo and Olanna’s wedding.

Closely related to the above example is the use of *touched you* in number 6. The silence that dominates the sacredness of sex and sex-related topics is carefully handled. *Touched you* euphemistically replaces direct references such as “made love to you or had sex with you” (Onukaogu & Onyerionwu, 2010, p. 299). In *Half*, Ugwu, operating within the cultural semantics of his people, deploys *touched you* to find out if Onyeka, his sister’s husband-to-be, has had sexual knowledge

of her. Since it is culturally abominable to directly mention sexual acts and organs, Ugwu pragmatically uses *touch you* to mean “have sex”. Interestingly, Anulika understands her brother because both of them share the same sociocultural background.

In the next example, there is the use of *a talking-to*. Unhappy with Ifemelu’s behaviour of insubordination, her mother complains to Aunt Uju. She tells her to *Go and give that Ifemelu a talking-to* (68). *A talking-to* is to reprimand or to scold someone for misbehaving. In fact, the entire clause describes a Nigerian way of asking someone to urgently do something because of the fragility of the thing. Significantly, the expression captures the communal life of the Nigerian people – where an elderly person can reprimand a younger one, even adults. Aunt Uju is Ifemelu’s aunt, and because of familial bonds, Aunt Uju has the moral obligation to call her niece to order whenever she or any member of the family steps out of moral boundaries.

Example 8, *Money-miss-road*, also taken from *Americanah*, describes a wealthy man who does not know what to do with money or who is not worthy to be as rich as he is. And because such people have money when, perhaps, they least expected it, they behave in annoying ways. For example, Ifemelu’s father is unhappy with the way Akunne treated him when he approached him for a loan. Ifemelu’s father calls his illiterate cousin a *money-miss-road*. Perhaps many in Nigeria hold the view that the educated should have more money than the uneducated. This view plays itself out in the context of the novel; Akunne is rich but illiterate, so he is a *money-miss-road*.

In example 9, to *put medicine in his food* is to poison someone’s food. This is the exact meaning of the Nigerian expression. But then, there are different kinds of medicines that can be *put in* someone’s food; for example, love potion, as it turns out in the novel. It appears that many are of the view that when a man does everything a woman tells him, the woman has put a love potion in his food. Contextually, it is said that an Igbo leader does not support the Biafran cause because he is married to a Hausa woman who has *put medicine in his food*. Therefore, the medicine has made him blind to his people’s (Igbo) suffering.

The examples discussed here are non-standard English expressions that articulate Nigerian ideas in English words. Hence, even when the utterances are written with English words, they are heavily coded by the sociocultural life of Nigerians. It is this pragmatic use of English that distinguishes NE from other World Englishes. The fact is that these expressions have taken shape within Nigerian cultural ethos. Having examined the pragmaticism of Nigerian English expressions, we turn our attention now to another layer of NE expression known as Igboism.

## Results and Discussion

### Transliteration Equivalent: Igboism

Adichie's experimentation with language is not only an articulation of her Nigerian-ness, but also her Igboness. One prominent feature that has greatly influenced the Nigerian creative writer is his/her "dual cultural heritage and orientation" (Onukaogu & Onyerionwu, 2010, p. 265). This cultural heritage manifests itself in the writer's pragmatic utilization of the resources of language and construction of ideas. Because of such a bi-cultural identity, it is always the case that the Nigerian writer's use of language is an expression of indigenous thoughts in English words. When Adichie writes in "English", her Igbo cultural reality finds expression in her use of English, such that her sources of creativity are entirely Igbo; this is what Igboanusi (2001) describes as "Igboism". Igboism is, therefore, a feature of translation/transliteration.

Some Igboisms that portray Adichie as a bilingual writer are presented below:

10. ...*little something* for the children. (*Purple*, 68)  
(Igbo: Ihie n'takiri n'ke umu aka)
11. ... *I ate money*... (*Purple*, 97)  
(Igbo: E'rigom ego)
12. ... *balances Auntie Ifeoma's family on his head*... (*Purple*, 29)  
(Igbo: E'dokwasiri ezi na ulo anti ifeoma n'isi ya)
13. '*her chest is on fire*'. (*Half*, 114)  
(Igbo: Obi ya n'ere oku)
14. ...*the bottom* of his Pyjamas. (*Purple*, 29)  
(Igbo: O'tula akwa o ji ehie ura)

Even a cursory glance at 10–14 reveals that the words are English but the ideas deeply communicate the Igboness of the novelist. In the preceding segment, we saw how Adichie writes in Igbo-like English; this section examines her effort to "Igbonize" the English language.

In example 10, Papa says "I want to give you a little something for the children". A "little something" is a polite way of saying one has a gift for someone. Even Mama uses the expression to tell the Reverend Sisters that she has a "little something" for them. The "little something" is "moin-moin" (pudding made from beans) she offered them. Beyond the linguistic coding of ideas, the expression defines humility and politeness. It is a polite Igbo way of giving something to others, such that the receiver does not feel belittled by the giver's magnanimous act.

Similarly, in example 11, the Priest says, "you people think I ate the money for the zinc, Okwia?" To "eat money" means to misappropriate, to siphon or to use money for personal interest. Ordinarily, one does not eat but spend money. It is a subtle

way of denying that he did not covert the money meant to buy zinc for the church building. This is an instance of direct transliteration that marks the use of language in Adichie's novelistic discourse. Her linguistic inventiveness attests to the sociolinguistic truism that the English language can no longer claim any "linguistic purity"; it must compromise itself as it continues to spread all over the globe. We can say that Adichie uses a variety of Nigerian English known as Engli-Igbo. She herself, in an interview conducted by Azodo recounts:

I come from a generation of Nigerians who constantly negotiate two languages and sometimes three; if you include pidgin. For the Igbo in particular, ours is the Engli-Igbo generation and so to somehow claim that Igbo alone can capture our experiences is to limit it. (2008, p. 2)

One outstanding feature in the above comment is the fact that there are varieties of Nigerian English: just as there is Engli-Igbo for the Igbo writer, there is Engli-Yoruba for the Yoruba writer, Engli-Hausa for the Hausa writer, Engli-Ibibio for the Ibibio writer and so on. A critic of Nigerian literature can, thus, interpret the Igboness of Adichie's writings as a discourse strategy that enables her to give preeminence to her Igbo culture since she carefully intersperses her writings with Igbo cultural ideals.

In 12, we see the conveyance of the Igbo thought system in the expression ...*Papa balances Auntie Ifeoma's family on his head*. The utterance simply means that Papa takes care of or is especially concerned about Auntie Ifeoma's welfare. When, for example, Auntie Ifeoma's university embarked on a strike action and lecturers were not paid salaries for months, Papa, Eugene, ensured that Auntie Ifeoma's family lacked nothing. And whenever Auntie Ifeoma asks for help from her brother, he endeavors to meet her need. In this case, the expression that aptly captures Papa's magnanimity is *balances Auntie Ifeoma's family on his head*.

It is this translational pattern that is seen in 13 where Ugwu tells Odenigbo that:

'Sah, her chest is on fire'.

'Chest on fire?' Master snorted. (114)

Ugwu tells Odenigbo that his mother's "chest is on fire". And Odenigbo wonders how a person's chest could be on fire. This makes Odenigbo hurry to the village to see Ugwu's mother. For one's chest to be on fire is to have a chesty cough, that is, having phlegm in the lungs. Significantly, Ugwu's use of the translated expression adequately describes the nature of the cough – a burning feeling in the chest region when one coughs. This suggests that some NE expressions are transliterated indigenous language forms.

To wear the bottom of pyjamas, as indicated in 14,

is to wear one's pyjamas inside out. Kambili uses the expression, a transliterated Igbo form, to depict the filial bond that exists between her and Jaja.

Based on our analysis, these Igboisms are effective ways of establishing Igbo cultural values in Adichie's creative enterprise since these Igboisms have cultural significations which help to create a connection between Adichie's creative mind and her origin. Needless to say, literature in the African context, as a recreation of human experience and language, is at the epicentre of such a recreation. No doubt, Adichie is able to recreate her Igbo ideology and identity through her careful use of Igboism.

### Code-Switching (CS)

The third narrative device that Adichie deploys to "Nigerianize" her English is code-switching (CS). Gumperz defines CS as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems" (1982, p. 59). In code-switched discourse, the items in question form part of the same speech act. They are tied together prosodically as well as by semantic and syntactic relations equivalent to those that join passages in a single speech act (Romaine, 1989, p. 111). Singh reserves the term "code-mixing" for intrasentential switching and uses "code-switching" for any diglossic situation where only one code is employed at a time, or cases where the code alternation refers to structurally identifiable stages or episodes of a speech event (1985, p. 34). In this segment, we use code-switching and code-mixing interchangeably. Our reason is that there is no clear-cut discursive distinction between the two sociolinguistic notions.

Let us examine some code-switched instances in Adichie's narrative enterprise as a way of nativizing English.

15. *Aku n'efe, aku is flying.* (*Purple*, 223)
16. *'I fukwa, people are leaving the country. Phillipa left two months ago ...* (*Purple*, 84).
17. *'... I preferred the stick to her slaps, though, because her hand is made of metal, ezi okwu.'* (*Purple*, 250)
18. *'Tell them it is not yet your time! Gwa ha kita!'* (*Half*, 117)
19. *'Ah! Sister! Aru Amaka gi! You look well!'* (*Half*, 56)
20. *'Our eyes have seen plenty, anyi afunyugo.'* (*Half*, 179)
21. *'Do not lie, Olanna Ozobia, Isikwana asi.'* (*Half*, 236)
22. *'...Amam atu inu, I even know proverbs...'* (*Americanah*, 78)
23. *'Ife esika Kita, the recession is biting everybody.'* (*Americanah*, 513)

24. *'Thirty five is too much, o rika, biko.'* (*Americanah*, 288)

Adichie's code-switching strategy functions as distancing device as well as marks familiarity among discourse participants.

In 15, a child from the neighboring flat screams, *Aku n'efe, aku is flying*: he does so to alert other children in the compound to engage in the chase for *aku*. *Aku* is an Igbo expression for an edible termite. The novelist uses two code forms: *aku* (Igbo) and English (is flying). We can therefore have "Termite is flying". This means that Adichie would have simply used the English code. Her preference to mix codes or switch codes enables her to "nativise" her English. Thus, we have two languages that are deployed to capture a reality. She does this to familiarise her readers with a delicacy of the Igbo. More to this is the fact that the use of the term shows class difference – while the boy calls it *aku*, Auntie Ifeoma's children, whose mother is a lecturer, use the English name, termite. This is eminently the underlying pragmatic motivation!

The need to press home a point is the impetus for the code-switching device in 16. The use of *ifukwa* – you see – functions as an argumentative anchor, as it is used to draw listener's attention to the plight of the striking lecturers who have not been paid for two months. Also, the code-switched element aptly depicts the brain drain situation in Nigeria, a situation where many Nigerian academics had to leave Nigeria for Europe and America owing to the inability of the Federal Government to improve staff welfare.

Adichie presents the use of *ezi okwu* – true – as an emphaser in 17. *Ezi okwu*, according to Onukaogu & Onyerionwu (2010, p. 274), "serves as a conversational motivator for the interlocutor to reiterate an already given gist, expand the scope of the information or reveal different but related information". This agrees with our earlier view that the use of language in the Nigerian novel has some pragmatic alignments. Amaka tells Kambili that she prefers the sticks on her palms to her mother's slaps. When she brings in the Igbo term – *ezi okwu* – she does so to strengthen her argument. So doing, the subtext to her message is that her mother does not spare them whenever they go wrong, and she can use her hands when a stick is not nearby.

In 18, the *dibia* encourages Ugwu's mother to ask "evil spirits" to let her be. The Igbo expression performs a supporting role even when it expresses the urgency as well as need for Ugwu's mother to verbally "attack the evil spirits" behind her illness. Although the Igbo form is the English equivalent of *Tell them now!*, it is functionally powerful as it carries the Igbo cultural belief that evil spirits are behind people's illness or misfortune. It also means that if one is able to confront evil spirits, they will let the person be. But the main idea, as Adichie switches code, is to enable

her to present the verbal confrontation the exact way it is captured in Igbo.

The switch between codes to give expressive force to Adichie's "English" is presented in 19. Arize switches from English to Igbo and back to English. Such switches are informed by the social status of the discourse participants. Arize knows that Olanna is educated and she has to make her conversation relevant by switching from one code to another. In so doing, she is able not to maintain the familiar tie between herself and Olanna, but also to construct a social identity for herself. *Aru Amaka gi* means one looks good/beautiful. If the translated form is provided, why does the novelist bring in the Igbo code? This, perhaps, is deliberate – willingness to demonstrate her bi-cultural linguistic reality.

The communicative need to graphically present the emotional and mental imbalance the Igbo faced in the north at the outset of the Nigerian civil war is the reason for the use of *anyi afunyugo* in example 20, – means "we have been through a lot of hardship". This metapragmatic use of language becomes quite compelling as it details how context gives force to as well as informs the linguistic choices speakers make in conversational situations. Obiozor tells Odenigbo that "their eyes have seen plenty". This expression cinematically defines the pre-war horror the Igbo came under. The expression can also be said to be euphemistic (sentential) as it conceals the pogrom the speaker and his tribe faced in the north. But then, it describes the Nigerian novelist's effort to "bend" the English language, so as to capture his/her indigenous speech forms in his/her artwork.

In number 21, the speaker switches codes to enable her to express doubt. The statements are uttered in English, but the translated Igbo forms are deployed to heighten the persuasive intent of the discussants. This translational device is to provide an Igbo equivalent of the English form. Mama Dosie, for example, persuades Olanna to tell the truth since she does not believe Olanna's account of the pogrom in the north. Contextually, *isikwana asi* implores Olanna to tell them the exact thing she saw when the pogrom started in the north.

In number 22, Obinze and his friend challenge each other on their ability to speak Igbo. When his friend doubts his ability to speak Igbo, Obinze remarks *Ama m atu inu. I even know proverbs*. The change of code from English to Igbo is a pragmatic move, an act intended by Obinze to convince his friend that he does not only speak, but also knows how to punctuate his speech with Igbo proverbs. The Igbo code carries the sub-act of emphasis, as it emphasizes the fact that Obinze can speak Igbo as well as knows how to use Igbo proverbs.

Edusco, Obinze's friend, switches to Igbo in 23 to make it possible for him to draw attention to the

prevalent economic situation in Nigeria. Obinze, on returning to Nigeria from America, wants to buy a piece of land. The price Edusco asks him to pay is too high. In a bid to haggle down the price, Obinze tells Edusco that the recession has made things difficult and people do not really have money. Edusco switches to Igbo in order to clarify that no one is exempt from the hardship brought about by the economic recession.

The need to emphasize what a speaker says is the motivation for the code-switching in example 24. Obinze needs an illegal passport that will prolong his stay in America and Iloba takes him to Vincent Obi, an Igbo man who does the illegal business. They (Obinze and Iloba) had thought that meeting an Igbo person will make it easier for them. Unfortunately, Vincent is cut out for business and does not give ethnic origin consideration. Iloba's code-switching technique is to remind Vincent of familial bond, to see the need to help a brother. In this case, as have other examples discussed in this segment, code-switching is portrayed as a conversational strategy discourse participants deploy to achieve set communicative goals.

## Conclusion

By examining the pragmatic use of English in Nigeria as depicted by Adichie in her novels, this paper uncovers how some of the expressions taken to be English may be difficult for native English speakers to understand because they are written with English words but convey Igbo/Nigerian cultural thoughts. It follows that Adichie's linguistic inventiveness is a product of her Igbo sociocultural background interfacing with the larger Nigerian linguistic axiom; in this way she creates a variety of English that enables her to communicate her own cultural realities to other parts of the world. An understanding of Adichie's novels thus requires a focus on the constraining contextual factors that shape her particular use of language.

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# Arthur Ransome and Dmitri Mitrokhin: Translating the Russian Folktale

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This paper focuses on Arthur Ransome's and Dmitri Mitrokhin's collaboration in translating the Russian folktales. *Old Peter's Russian Tales* (1916), Ransome's first serious (and sustained) success, was the translation product of his early sojourns in Russia, illustrated by Dmitri Mitrokhin. The aims of the research are threefold: (1) to explore the cooperation between the British translator and the Russian artist in translating Russian folktales as an insight into the intense British-Russian dialogues of the time; (2) to examine the interaction of the translated texts and the images in terms of the translation strategy employed, as well as the influences of the contemporaneous tastes and trends; (3) to gain a better understanding of the translator's agency and human interaction in building an important link between the cultures and the countries. The research has required close reading of primary and secondary sources, including archival materials, as well as the textual analysis of the translated stories, the translator's correspondence and other papers pertaining to his micro-history. These latter are used to explore the interplay of the translated text and the pictures against the background of personal, as well as wider British-Russian cultural interaction at the turn of the twentieth century. Ransome's book of over three hundred pages was illustrated with Mitrokhin's seven full-page coloured pictures and twenty nine black and white head-pieces and end-pieces, which the author found admirable and his publishers were pleased with, though later editions would be illustrated by the other artists as well. Ransome's translation strategy in retelling the Russian tales to his young reader at home was largely domesticating; however, he was careful to convey their culturally specific character, which was enhanced by Mitrokhin's effort to acquaint the foreign reader with the Russian peasant world. The main result achieved is that the examination of the interplay between the text and the picture shows the specific relevance of aesthetically and emotionally powerful images in rendering the culturally distinct character of folktales. This is, therefore, a case study of the intercultural dialogue between the translator and the artist which produced an interesting interpretation of Russian folklore for the international reader and made an important contribution to the cultural links between the countries.

*Keywords:* translation history, *Old Peter's Russian Tales*, Arthur Ransome, Dmitri Mitrokhin, cultural interaction, affinity, British-Russian enchantment at the turn of the twentieth century

With the ubiquity of the translation activity in the modern world followed by the present 'boom' in translation studies, there is a growing understanding that translation is an integral part of cultural interaction and mediation, and translators are increasingly appreciated as influential agents of that process in the past and present. Importantly, Anthony Pym argues that to make "narrative sense of relations between cultures", translation history

should focus on portraying "active people in the picture and some kind of human interaction at work" (2009, pp. 23-24). This calls for a detailed examination of the agency of translators, that is, their willingness and ability to act, embedded in their surrounding practices and professional environments (Kinnunen & Koskinen, 2010, pp. 6-8).

This is the general conceptual and methodological framework of the present paper, which focuses on the

agency of a translator of Russian folklore in the early twentieth century, as well as on the intercultural contexts in which he worked. Hence, a close reading of primary and secondary sources has been undertaken to reconstruct the general atmosphere of the time. The case study of the British translator's cooperation with the Russian artist in translating the Russian folktale for international audiences gives a deeper insight into the human interaction in the contemporaneous literary and artistic field. Also, by exploring the translated texts in terms of the translation strategy and techniques employed, the paper draws the reader's attention to the interplay between text and image. Illustrations, an important visual presence in translation products, are, unfortunately, often overlooked: they may in fact domesticate or foreignize a story by bringing it closer to or further away from the target culture (Oittinen, 2005, p. 55), as well as realize a number of functions in the texts including: (i) interacting with the text and its message; (ii) alluding to other texts or images; (iii) reflecting current artistic norms, trends, and tastes; (iv) informing about the cultural context; (v) adding to the emotional dimension of the text (Fischer, 2008, p. 99).

The cultural environment at the turn of the twentieth century can be characterized by mutual interest and a search for understanding between Britain and Russia, especially as far as the intellectual circles were concerned. It was conducive to the success of Ransome and Mitrokhin's undertaking, despite obvious difficulties, that the folklore material presents both in terms of translation and reception by target audiences (Timoczko, 1995; Ter-Minasova, 2000). Ransome took great pains to render the attractiveness of the new magic world he had discovered by rewriting Russian folktales in accordance with the British tradition of fairy tales whose avid readership he counted himself among. Mitrokhin's illustrations were, in fact, the final touches in this ingenious appeal to the young British reader, notably, imparting something of the brilliance and beauty of the epoch to the book.

## Materials and Methods

### Research: Aims, Data, and Methods

The *aims* of the research are, *firstly*, to explore the cooperation between the British translator and the Russian artist in translating Russian folktales as an insight into the intense British-Russian dialogues of the time; *secondly*, to examine the interaction of the translated texts and the images in terms of the translation strategy employed, as well as the influences of the contemporaneous tastes and trends; *finally*, to gain a better understanding of the translator's agency and human interaction in building an important link between the cultures and the countries.

The translator in question is Arthur Ransome (1884-1967), most famous for his *Swallows and Amazons* (1930-

47) series of children's holiday adventure novels, which he wrote in his forties after settling down in the Lake District. Prior to becoming a children's literature classic, he spent apprenticeship years in London and then in journalistic service as a correspondent for the *Daily News* and the *Manchester Guardian* in Russia, the Middle East and China (Ransome, 1976; Brogan, 1984).

The primary source of *data* analyzed is *Old Peter's Russian Tales* (1916), the translation product of his early sojourns in Russia and Ransome's first serious (and sustained) success. It is three hundred and thirty-four pages long, and is rather sparingly but nevertheless effectively illustrated with seven coloured full-page pictures, twenty black and white head-pieces, and nine black and white end-pieces by Mitrokhin. This book, which has today attained status as a classic, was also the concluding chapter of the first period in the literary career of the young author who left England for Russia to pursue a passion for folklore, as well as to escape his unhappy marriage. His first trips in 1913-14 left him enchanted with the country and the people: back home in England on November 14, 1914, he began working on the translation of Russian folktales and also looking for a job to use the Russian experience he had acquired. Too near-sighted for military service in the army, he eventually took up a journalistic career with the *Daily News* and then with the *Manchester Guardian* to report on the dramatic Russian events up to 1924 (Brogan, 1984, pp. 95-110).

In Russia, Dmitri Isidorovich Mitrokhin (1883-1973) was to play a most important role in Ransome's intercultural environment. At first, Mitrokhin was a student at the Moscow College for Art, Sculpture and Architecture, then at the Stroganovsky College for Arts and Crafts. Evgeni Lansere lent a helping hand to the young artist, securing commissions from publishers and thus encouraging Mitrokhin in his career as a book and magazine illustrator. In 1908, Mitrokhin was invited to participate in the *Mir Iskusstva* (World of Art) exposition arranged by Alexander Benois and Konstantin Somov, the well-known artists and the founding members of the society. In 1910-13, Mitrokhin made his name as an illustrator of W. Hauff's *Der Kleine Muck* and V. A. Zhukovsky's *Roland-oruzhenosets* while working for I. N. Knebel, the publisher of popular illustrated children's books. Mitrokhin's works, with his "distinctly individual ornamental style" (Gerchuk, 2013, p. 246, 262) are recognized as exemplary of graphic arts in the illustrious pre-revolutionary Russia (*Kniga o Mitrokhine*, 1986).

Close reading of both primary and secondary sources, including the translated texts under study and related archival materials, such as personal correspondence, as well as exploring other papers pertaining to the translator's micro-history (Pym, 2009; Monday, 2014) have all been employed here as particularly relevant *methods* for translation history research.

The textual features of the translated stories have been analyzed in other publications (Bogrdanova, 2010,

2010a, 2012) and will not be revisited here; instead, this paper focuses specifically on the interplay of text and image against the background of personal communication between the translator and the artist, as well as the wider context of British-Russian cultural interaction at the turn of the twentieth century.

Thus, the paper explores Ransome's agency as a translator by reconstructing the general intercultural atmosphere of the period, as well as focusing on his cooperation with the Russian artist Mitrokhin. The analysis of the textual and visual components of the translated texts indicates their complex interplay that helped to produce an interesting interpretation of the Russian folktale for international audiences. Resulting from Ransome's own immersion in the culture he was translating for the young English reader, his book is a major contribution to the internationalization of the Russian folktale, as well as to building an important link between the two cultures and countries.

## Results and Discussion

Of the numerous and ever-growing literature on that most interesting period known as Russian modernism, or the Silver Age, one book with a characteristic title, *The Soul of Russia*, deserves special attention. It was compiled with the specific aim of celebrating and fostering the British-Russian alliance during the Great War, and it recalls the voices of the actors engaged in the contemporaneous cultural practices and interactions on both sides. Contributions by K. Balmont, V. Bryusov, Z. Gippius, etc., as well as illustrations after paintings by L. Bakst, N. Goncharova, M. Larionov, N. Roerich, D. S. Stelletsky, "portray the influences which direct, the ideals which inspire, and the ardent sentiments which impassion contemporary Russian thought" (*The Soul of Russia*, 1916, p. vi).

This cultural atmosphere was most conducive for an enthusiastic student of folklore like Ransome was at the time of his arrival in Russia, where visual artists, musicians, and choreographers took a different approach to folk art in revival movements and modernist compositions (Olson, 2004, p. 26). In painting, Vasilii Kandinskii, Natalia Goncharova, and others evolved new, abstract artistic techniques based on folk designs. The Ballets Russes produced many ballets "incorporating Slavic folk themes", while the artists "emphasized aspects of Russian art that were striking to Western audiences" (Olson, 2004, p. 27). In Nicholas Roerich's words, "By means of a recently awakened interest in contemporary Art, by the study of our past, we have realised what an original treasure we possess" (*The Soul of Russia*, 1916, p. 24).

At the same time, "Russian Art has received great recognition from our friends, our Allies in the West", according to Roerich who remembers his share in Diaghilev's dramatic representations "with a feeling of

deep emotion" as "hands unknown, but sincerely friendly, were stretched out to us" (*The Soul of Russia*, 1916, pp. 24-25). C. Hagberg Wright, on the British side, commented on the enthusiastic reception of Tolstoy, Dostoevsky, Gorky, who portrayed "the moujik with a sensitive and intimate touch" so that all "intellectual Europe was converted, and the seeds of international understanding were sown" (*The Soul of Russia*, 1916, p. 25, 15). The translation of the Russian literary canon into English, which was "arguably the major translation project of British modernism" revealed to English readers a body of imaginative work, "so new and exciting as to be shocking" (Beasley & Bullock, 2011, p. 283; Trivedi, 2007, p. 277).

Interestingly, the 'Russian fever' of British intellectual circles seems to have been counterbalanced at this time by the 'Anglomania' of the Russian modernists, as convincingly stated by Ekaterina Vyazova (2009). At the end of the nineteenth century, the Russian public developed a passion for interior and furniture design, book and art magazines, as well as interest in English painting and graphic works (Vyazova, 2005, p. 284). The very image of England was, at times, shaped by English books and magazines. Alexander Benois (mentioned above) left compelling evidence of his first visit to England in 1899 where the countryside increasingly resembled "the classic English sets, against which lovely dressed girls strolled and romped or ardent hunters clad in red tails rode in children's books by Kate Greenaway and Caldecott" (as cited in Vyazova, 2005, p. 286).

Between 1897 and 1903, five major exhibitions were staged in Moscow and St Petersburg with a focus on English art; they were of special importance to the 1890s generation of artists who went on their first trips to Europe (Vyazova, 2005, p. 286), including Mitrokhin. The artistic traditions of the countries were revealing "surprising parallels", such as the similar technique of folk motif stylization used by Walter Crane, Maria Iakunchikova and Elena Polenova; a huge influence of Beardsley; and the similarity of some iconographic motifs. Boris Anrep noted that Russian works were admired precisely for those features that, at the turn of the century, Russian artists admired so much in English art, such as the "relation [...] between the artists and their original Russian culture; the Russians' ability to compose fantastic pictures; decorativeness; and deeply religious profession of art" (as cited in Vyazova, 2005, pp. 295-296). Also, while interest in Russia and Russians was "sharpened by a war that united the British, French and Russians in a military alliance", personal contacts were more actively engaged; these too contributed to the positive reception of Russian art in Europe (Kaznina, 2005, pp. 340-341).

Such were the cosmopolitan tendencies of the period that, when in pursuit for his passion for folklore, Ransome found himself again in St Petersburg (Petrograd) in 1915 to focus on his translation project. According to his personal papers from this time, he fully took advantage of a short pause when the deprivations of the war were



not yet acutely felt and before journalistic duties took up all his time.

Steady progress is accurately recorded in the diaries, but there is more detail in the letters, when Ransome reports happily to his mother that he was “working away here, gradually getting together material for a rather charming book, very much improving my Russian, translating fairy stories and rewriting them” (Ransome, 1915, #62, February 4).<sup>1</sup> But then his health started to fail him; fortunately the Tyrkovs-Williamses, his close friends at the time, came to the rescue, inviting to pay a long visit to Vergezha on the river Volkhov: “We go down by a train leaving Petrograd at midnight, and at four in the morning get on board a little steamer and go up the river to the place where they live, a beautiful old house, judging from pictures I’ve seen on a promontory in the river itself” (Ransome, 1915).

It was here, in the midst of the Russian countryside, while immersed in the world he was recreating, that he finished his book that bears clear marks of happy experiences: “my life has been nothing but steady work, so many hours each day, with a little fishing either at sunset or before breakfast. This week again my total is fifty-three pages. [...] It’s rather jolly, the stuff I’ve been doing here”. The romantic side of the great lover of the rustic idyll is also revealed: “I would like to stay here forever, and live in a hut with the timbers criss-crossing at the corners, and sleep on the stove at night, and have a flat-bottomed boat for summer and a sledge for winter and a little pony with a ragged tail” (Ransome, 1915).

In the mid-summer of 1915, “the last of the fairy stories has gone off to Jack [his publisher]” when, to his great disappointment, he learned “that the Russian fairy stories won’t be published till next year, 1916” (Ransome, 1915, #78, July 14). But there is good news too as “they have decided to let me have coloured illustrations to my Russian fairy tales and [...] I am to find an artist out there to do the job” (Brogan, 1997, p. 32).

Back in Petrograd while “working extremely hard for the *Daily News*”, Ransome was going steadily on with his translations, “if only a sentence a day”, seeing also his Russian friends and “particularly Dmitri Mitrokhin, who was just finishing the admirable series of pictures [...] for *Old Peter’s Russian Tales*”. The artist was recommended to him by Konstantin Somov (mentioned above), who he knew through Hugh Walpole, one of a closely-knit British community of journalists and authors that crowded Petrograd. The publisher being “very pleased with the Russian illustrations to the fairy stories”, the whole lot of Mitrokhin’s pictures and final corrections to *Old Peter* were sent safely home in the Embassy bag (Ransome, 1916, #104, July 17; Ransome, 1976, p. 193).

Although many texts “allow” or “demand” new

illustrations from time to time, there are books that are inextricably related to the pictures of one artist (for example, John Tenniel’s illustrations for *Alice’s Adventures in Wonderland*), for there is a “symbiotically empathic relationship between the author and the illustrator” (Fischer, 2008, p. 98). This seems to be the case regarding Ransome and Mitrokhin, who developed an affinity both on a personal level and in terms of their joint work. Being of nearly the same age, they appear to have shared a number of interests, among these: Paris, which Ransome frequented as a London bohemian and where Mitrokhin became acquainted with Western art; British art and artists, with Mitrokhin’s special interest in Walter Crane, one of whose books he translated; and, of course, Russia and the Russians. Importantly, they shared a common passion as both were keenly interested in books and everything related to books.

For his love of reading, Ransome pays tribute to his mother, “I do not think that there was anything in my childhood for which I have more reason to be grateful than my mother’s regular reading aloud, and the habit of eager reading to myself that her reading encouraged”; in fact, books and authors he mentions show a wide range of reading interests (Ransome, 1976, p. 37, 43, 60). Notably, his only complaint from wartime Petrograd was that “I have no time for reading. I’ve never read so few folk stories a week since first I came to Russia. And that’s one of the things I don’t want to let slip” (Brogan, 1997, p. 33). Similarly, Mitrokhin’s profound understanding of everything concerning books was noted by his fellow colleague in a review of the artist’s early work (Voyinov, 1921, pp. 32-33)<sup>2</sup>. Books are a constant topic in the life-long correspondence he maintained with his sister even in old age (Mitrokhin, RGALI, #589), when he writes, for example, that he was “very-very happy” to have recently purchased a German book on Rembrandt, “a rare wonderful treat” he made himself (Mitrokhin, 1964, April 25).

Details of his work on *Old Peter’s* illustrations are not sufficiently documented; however, there are some relevant references in Mitrokhin’s notes of a more personal character (Mitrokhin, RGALI, #573). For example, in a note from 1938 made in pencil, he mentions his acquaintance with Ransome in 1915 and his drawings. Also of interest is the artist’s comment on his illustrations to French folktales, where he writes that he is quite interested in them, trying to realize in full all his understanding of a book illustration based on the text, adding and explicating it (Mitrokhin, 1958, May 3). The artist was delighted to learn that his sister had Knebel editions and Ransome’s book, the latter, he notes, marked the end of his Knebel period (Mitrokhin, 1962, August 11).

A brief exchange of letters that followed in the 1960s after a long pause reveals the character of their relationship (Mitrokhin, RGALI, #730). Notably, Mitrokhin addresses Ransome in Russian: “I am not sure of the address on the

<sup>1</sup> Tatiana Bogrdanova’s visits to study Ransome’s archive of the Brotherton Collections (Leeds, UK) in 2014-15 and Mitrokhin’s papers in RGALI (Moscow) in 2015 were possible thanks to Research Abroad Grants of the Philosophical faculty, University of Eastern Finland.

<sup>2</sup> Translations from Russian here and further in text are our own.

envelope that I am using for absence of any other; but I do want to write to you and I do want my letter to reach you” (Mitrokhin, 1962, April 4). “Artur Kirillovich” was so delighted that he tries to answer in Russian, but then has to confess that after such a long interval, it is too difficult for him though he can “still read Russian quite freely” (his second wife Evgeniya Shelepina was Russian): “You can have no idea how delighted I was to have your letter. It brought back the happiest memories of Petrograd and of my great good fortune in finding the best of all possible illustrators for the Russian tales that gave me so much pleasure. That book of stories is still alive and has been often reprinted”. He adds that, “I have often wished to visit Russia again, but it is too late now. I am 78 and very crippled with arthritis”, though he adds, “it would be very pleasant if I had a magic carpet and could fly to the other side of Europe and share a samovar with my old friends of forty years ago” (Ransome, 1962, May 8).

Thus, the British author never changed his high opinion of the Russian artist who greatly contributed to their success, even though later editions of the book were illustrated by other artists as well. Having grown up with beautifully illustrated Andrew Lang’s *Fairy Books*, Ransome must have been aware of the importance of an artist’s contributions to the art of children’s books, while *Old Peter* was meant to be part of the stock. Furthermore, he fully realized that it would be quite challenging for the young reader at home to understand and appreciate the magic of a strange world, and so took great pains to rewrite and adapt his retellings, also adding some framework stories that focused on explaining the wider context of Russian life and the folklore tradition (Bogrdanova, 2010).

Under the circumstances, Mitrokhin’s contribution was more than welcome. His miniature head-pieces “made in the *Mir iskusstva* best style” – including, for example, such images as a river bank and a boat, a townscape with sharp angular tops of *terems*, a house in the forest, a sleeping winter forest blanketed by snow – associate with the spatial aspect of the tales rendered in an arbitrary and a fragmentary way. These, as well as such visual elements of the peasant world such as bales of hay, a horseman, a peasant woman in the field, butterflies and lily-of-the-valley flowers, which are the themes of the end-pieces, offer information about the cultural context, as well as contribute to the rustic poetics of the stories. In the art critic’s opinion, they are closer to the sharply expressive style of British book illustrators of the period, recalling such masters as Robert Anning Bell, Arthur Rackham, and Charles Robinson (Verizhnikova, 2000, pp. 29-30). Thus, Mitrokhin’s visual vignettes with their cosmopolitan leanings, were effectively adding to Ransome’s cultural mediation between the two worlds.

Notably, Ransome’s translation strategy in retelling Russian tales to home audiences was largely domesticating, in keeping with the tradition established by Lang, the folklorist and editor of colored fairy books targeted at children. The addressee factor determined

Lang’s editing practice of transforming folklore material from all over the world into a specific genre of English children’s literature (Bogrdanova, 2010a). Similarly, in his collection of stories “written far away in Russia, for English children”, Ransome transforms the Russian folktale to appeal to his younger reader at home. First, he is obviously interested in the original folktales that are meant for the target audience (for example, “The Cat who Became the Head-Forester”, “Who Lived in the Skull?”, “The Little Daughter of the Snow”, etc.). But more often, Ransome rewrites them from the child’s perspective so that, for example, a legend about a dispute between two rivers turns into a story about an argument between a younger and elder sister (see Example 1); or the wickedness of a witch may be downplayed and downsized (“Prince Ivan, the Baby Witch, and the Little Sister of the Sun”; see Examples 2 and 3) when it is only a witch baby playing games (though of a sinister kind) with her brother and the Sun’s little sister (hence the frequency of the adjective *little* in the texts). Some examples of re-writings are included below:

1) And the little Vazouza was jealous of the Volga. “You are big and noisy,” she says to the Volga, “and terribly strong; but as for brains,” says she, “why, I have more brains in a single ripple than you in all that lump of water. “Of course the Volga told her not to be so rude, and said that little rivers should know their place and not argue with the great (Ransome, 1916, pp. 321-22); “Волга с Вазузой долго спорили, кто из них умнее, сильнее и достойнее большего почета” (Vazuza i Volga, 1984, p. 112).

2) He left his horse at the edge of the garden, and crept up to the ruined palace and peeped through a hole. Inside, in the great hall, was sitting a huge baby girl, filling the whole hall. There was no room for her to move. She had knocked off the roof with a shake of her head. And she sat there in the ruined hall, sucking her thumb.

And while Prince Ivan was watching through the hole he heard her mutter to herself, -

“Eaten the father, eaten the mother,  
And now to eat the little brother”

And she began shrinking, getting smaller and smaller every minute (Ransome, 1916, pp. 148-49); “Приезжает Иван-царевич домой. Сестра выбежала, встретила его, приголубила: Сядь, - говорит, - братец, поиграй на гусях, а я пойду - обед приготовлю» (Ved’ma i Solntseva sestra, 1984, p. 111).

3) How the witch baby gnashed her iron teeth!

“Give him up!” she screams.

“I will not,” says the Sun’s little sister.

“See you here,” says the witch baby, and she makes herself smaller and smaller and smaller, till she was just like a real little girl. “Let us be weighed in the great scales, and if I am heavier than Prince Ivan, I can take him; and if he is heavier than I am, I’ll say no more about it.”

The Sun’s little sister laughed at the witch baby and teased her, and she hung the great scales out of the

cloud castle so that they swung above the end of the world. (Ransome, 1916, p. 153); «Ведьма стала просить, чтоб ей выдали брата головою; Солнцева сестра ее не послушала и не выдала. Тогда говорит ведьма: Пусть Иван-царевич идет со мной на весы, кто кого перевесит! Если я перевешу - так я его съем, а если он перевесит - пусть меня убьет!» (Ved'ma i Solntseva sestra, 1984, p. 112).

As evidenced, the original story is often amplified as details are added either to explain or to make it more interesting and entertaining. Additionally, the events are rendered in a dramatic and emotional way with appropriate syntactic and lexical features of the texts producing the effect. Furthermore, the rhythm and musicality of the Russian tale, emphasized in the English retellings, becomes their prominent stylistic feature. The emotional dimension of the texts is aptly enhanced by the illustrations. For example, the bright primary colours and the decorative pattern of the dust jacket (Ill. 1) have a clear emotional appeal, creating the atmosphere of a joyous meeting with the reader, which is maintained by the coloured pictures. The frontispiece, also an illustration to a story *The Fool of the World and the Flying Ship* ("They sailed away once more over the blue sea") (Ransome, 1916, p. 70), beckons the reader to join the journey to the Russian fairyland in the company of seagulls, clouds, and fantastic waves. The boat of dark solid wood with rows of planks for a roof looks rather like a hut but a steady and strong one to be able to withstand storms and other dangers, the sails with picturesque patches notwithstanding (Ill. 2).

Importantly, there is a difference between the Russian texts in Lang's anthologies and *Old Peter*. In contrast to his predecessor, Ransome is careful to convey the distinctly individual character of the Russian tale (Bogrdanova, 2010a), which is further enhanced by Mitrokhin's effort to acquaint the foreign reader with the Russian peasant world and story. His coloured pictures interact with the text and, though they may refer to particular episodes of the stories and depict particular characters, the overall effect created by their colour, brilliance, and decorative details are emotionally powerful renderings of the beauty, magic, and elaborate style of the Russian fairy tale.

Mitrokhin's "admirable series of pictures" are imbued with a nostalgic appeal to the Silver Age, adding to the charm of the book. The most attractive of the full-page pictures is probably that of a poor step-daughter who was sent by her step-mother to the forest to die, but through the magic help of *Frost* (Morozko) himself, not only survives but is showered with riches for her sweet temper ("There she was, a good fur cloak about her shoulders and costly blankets round her feet") (Ransome, 1916, p. 64). There is beauty and peace in the picture that breathes perfect harmony: the goodness of a girl, not an otherworldly princess but a peasant girl attired in a colourful scarf and a warm fur jacket, sitting quietly on an ornately painted chest lost in her thoughts (no doubt about a happy life with a worthy husband). Her posture and mood echoed

by those of a red breasted bird on a branch opposite, by immense fir trees in the foreground with branches heavy with snow counterbalanced by the snow-topped birch tree with its long delicate drooping branches and bright patches of red, yellow, mellow brown with touches of black enhancing and enlivening the white-blue-grey world of a pristine winter landscape (Ill. 3).

Thus, the overall purpose of the coloured full-page illustrations is to show the harmonious unity of nature and man, the Russian landscape and the peasant: elements of hyperbole or even grotesque are added to the otherwise quite typical and convincing images of the characters of the tales. Colour is used sparingly, as the artist's palette with bright red, golden yellow, green of the warmest shade, and almost transparent ultramarine contributes to the decorativeness of the illustrations (Verizhnikova, 2000, p. 31).

Interestingly, while exploring the intertextuality of Ransome's texts, Peter France finds parallels with the author's previous works, as well as with contemporaneous writing, such as a concern for detail (due to his study of *Mabinogion*) and "taste for the decorative" (deriving from his closeness to the Decadence and the *Yellow Book*) (France, 1995, pp. 34-35). But, more importantly, he notes that Ransome, the teller of Russian stories, is striving to make them "works of art" while the world he is evoking is in some ways "the exotic world" of Ballets Russes, of Russian painters or art books such as the Russian folktales illustrated by Bilibin (France, 1995, p. 44), though France does not comment on Mitrokhin's illustrations.

Through a close reading, one can easily see the affinity of the translator and the illustrator in their joint work that alludes to other texts and images and reflects current artistic norms, trends, and tastes. Importantly, the story of their friendship and collaboration is an interesting and significant episode, illustrative of the atmosphere of the British-Russian enchantment at the turn of the twentieth century.

## Conclusion

In conclusion it may be emphasized that, *firstly*, the primary and the secondary sources carefully selected and analyzed above give convincing evidence of the characteristic developments in the British-Russian literary and artistic dialogues at the turn of the twentieth century, especially as reconstructed in the case study of the British translator's remarkable cooperation with the Russian artist. *Secondly*, their joint work is the product of a symbiotic empathy: the pictures emphasize, enhance, and expand the message of the texts, imparting to them the luster and radiance of the Russian Silver Age; moreover, the analysis of the interplay between the text and the picture shows the specific relevance of aesthetically and emotionally powerful images in rendering the culturally distinct character of folktales. *Finally*, the study of

translators' micro-histories, with a focus on their agency embedded in the contemporaneous cultural practices, appears to be an effective instrument to make narrative sense of relations between cultures.

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Appendix A



Illustration 1.

Ransome, A. (1916). *Old Peter's Russian Tales*.<sup>3</sup>



Illustration 2.



Illustration 3.

<sup>3</sup> Illustrations are taken from Wikipedia and The Project Gutenberg Ebook of *Old Peter's Russian Tales* by Arthur Ransome (New York: Frederick A. Stokes Company Publishers, 1916).

# Pragmalinguistic Features of American Presidents' Inaugural Addresses of the Last Century (1913-2013)

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This paper studies the pragmalinguistic markers of the political discourse in American presidents' inaugural addresses made from 1913 to 2013 and concentrates on the language units that reveal the potential of perlocutionary speech acts. The study analyzes the role of such domains of pragmalinguistics as deixis, reference, presupposition, cognitive structures in inaugural addresses, and their representation in speeches. The method of discourse-analysis, the method of contextual analysis, and the method of quantitative processing are used in the study. The means of deixis have several functions in these speech texts, providing some extralinguistic information and additional meaning for the utterances. Firstly, the change of deictic center conveys a certain shift of attention and redirects the addressee's thoughts. Secondly, the means of deixis represent presuppositions, ones which members of the public are unlikely to question since these presuppositions are explicitly referred to and the information provided includes people's background assumptions. Thirdly, personal, temporal and spatial deixes are integrated in the actualization of the most important concept found in every speech of every American president – the concept of the "American nation": deictic forms along with nouns with evaluative implications add to the pragmatic effect of the concept reflected in speech. Fourthly, the deictic means participate in the construction of a binary that juxtaposes "us" vs. "them", typical of political utterances in the genre of inaugural addresses. A special form of reference constituting an important part of the concept of the "American nation" in inauguration addresses is precedent phenomena. Their main sources are the Bible, speeches of former politicians, texts of famous American documents. Reference to religious discourse and parts of national history familiar to everyone brings the feeling of joy to the public appealing to a basic national myth of a happy community. Thus means of deixis, presupposition and special type of reference are the characteristic of American inauguration speeches used for the purposes of strong pragmalinguistic effect. The dynamics of the usage of the precedent phenomena and other constituent parts of the concept "American nation" reflects the changes in political context of the epoch.

*Keywords:* political discourse, inauguration speech, pragmalinguistics, deixis, presupposition, reference, precedent phenomena, cognitive structures

Among all the speeches made on various occasions and ceremonial events by every president of the USA, inaugural addresses are probably the ones most remembered by future generations. Destined for millions of people in the home country and abroad, an inaugural address is carefully deliberated over and

written in order to become an ideal sample of rhetoric, language and style. Aimed at defining presidential aims and goals for the duration of the new mandate, the President's utterance generally promises positive changes and future well-being and prosperity for the nation. Since George Washington's first inaugural

address to the nation made on 30 April 1789, the specific genre of American inaugural speeches has been preserved and used for centuries. The ideas conveyed by the President through the selected language means have always been gladly and approvingly perceived by the public and have shaped the lives of American citizens for years.

Evidently, the word of a politician has a strong pragmatic effect and can change not only current political situations, which will definitely affect all the people, but also the ideas and the ideals of the masses, thus causing some social transformation since the values of social life are created, transferred and imposed on us by language. We all belong to different social institutions and for us utterances are actions. Discourse itself is a kind of linguistic action (Dijk, 2008, p. 203). On the other hand, the environment has a strong impact on political utterances. So the key role of language in our life is obvious, and the study of political discourse pragmatics concerning the context of the utterance is of vital importance.

The twentieth and the twenty-first centuries have been a time of great change in American and global history. Our research addresses how the transformations in global politics, economics and social structures during this period are reflected in the language of American presidents' inaugural addresses. Has the historical context somehow altered their form or their content? What are the similarities in the language used to produce the strongest effect on the listener? Are there any dynamics in the pragmatic discourse markers in inaugural speeches? A pragmatological study of inaugural addresses can help to answer these research questions by examining the main linguistic mechanisms of political manipulation and explaining when and how language means depend on the fast-changing environment, even in such a relatively stable genre as inaugural speeches.

## Materials and Methods

### Theoretical Background

The language of politics is "the language of power, the power of persuasion and influence" (Bayram, 2010, p. 31). Political discourse is therefore usually specified in terms of such issues as manipulation, power and control. While an exact and unanimous definition of the kinds of utterances within political discourse remains problematic, formal speeches delivered by politicians during political ceremonies and within political institutions are perfect examples of this type of discourse. The linguistic means of manipulation and persuasion in the speeches can be identified and analyzed. Being a vital part of the culture and,

in general, representing cognitive structures of the society, political leaders' speeches have aroused great scientific interest on the part of linguists. The instruments of content-analysis or cognitive-discourse analysis are frequently used in scientific studies (see Chudinov, 2006; Dijk, 2008; González Ruiz, 2008; Shapochkin, 2012). However, inaugural speeches by American presidents do not themselves often serve as the data for research, although they are examined with the same methods (Khromenkov, 2016). Instead, they are often studied from the perspective of applied linguistics and genre analysis (Campbell, Jamieson, 1986; Sheigal, 2002; Liu, 2012). The stylistic features of individual inaugural addresses have also been the focus of scientific study (see for example Anikina, 2015; De los Heros, 2003; al Shamari, 2015). However, to date, a complex study of the pragmatics of inauguration speeches has not been carried out.

Pragmatics is the study of speaker meaning, contextual meaning, of how more is communicated than is said, as well as the study of the expression of relative distance in speech (Yule, 2011, p. 3). The main fields of pragmatics can be effectively applied to the analysis of political utterances. The speech of a politician is formed under the influence of several factors: first, his or her language personality revealing different characteristics of an official position (gender, social, professional, age related status, cognitive base, worldview etc.); second, the communicative situation, that is, the political, economic, social, or historical context and the laws and algorithms of political discourse (Gabets, 2016, p. 108). These ideas correlate with the levels of political discourse described by van Dijk: the top level, which is constituted by socio-political, cultural and historical processes, political systems and their abstract representations; the intermediate level, which consists of political groups and institutions, their shared representations, relations and interactions, collective discourse; and the base level, which is represented by individual political actors, their beliefs, and discourses (Dijk, 2008, p. 204). Thus, speaker meaning and contextual meaning are interrelated and the units of the language used to form this meaning, add to the meaning, alter the meaning and express the relative distance are, in fact, quite numerous. Traditionally such language means are analyzed within domains of pragmatics such as deixis, background knowledge in the form of concepts, references, presuppositions, and so on.

One of the main fields in the sphere of pragmatics is deixis, the category that reflects the relationship between speech and its context, which is very important to the interpretation of an utterance. Personal deixis encodes the role of participants in speech. Temporal deixis is concerned with the various times involved in and referred to in an utterance.

Spatial deixis indicates the distance of people and things in speech. As deictic means organize every conversation, different types of deixis are often found together within an utterance. Deictic markers usually reveal who is speaking, the time and the place of speaking, etc.; therefore, deictic expressions are most frequently egocentric (Vincente Mateu, 1994, p. 53) and linguists speak of the deictic center which represents the present time, location and role of the speaker (Cornish, 1996; Fillmore, 1975). Deixis is the means of constructing the opposition of “us” and “them” in the language. According to scholars, this opposition is considered to be archetypal, fundamental and traditional for every language (see Benveniste, 1966; Dijk, 1993). This discursive polarization is “typical for political discourse” and “not only reflects mental representations of people talked about, but also the categories of participants (represented in context models) talked to in a communicative situation” (Dijk, 2008, p. 226). The opposition implies the image of the enemy that was accentuated in inaugural addresses by P. N. Khromenkov who conducted a study of verbal expressions of conflict in the inaugural speeches of the presidents from the end of the eighteenth to the beginning of twentieth century. He came to the conclusion that the number of lexical units containing the meaning of ‘enemy’ or ‘threat’ was present in all the speeches examined, a number which was consistently growing in the 20th century (Khromenkov, 2016). Thus deixis together with other lexical units form a very influential part of any utterance.

One more domain of pragmatics is background knowledge. Background knowledge structures function like familiar patterns and are known as concepts: either semantic formation with linguo-cultural specificity (Vorkachev, 2004, pp. 38-39) or subjective elements of culture manifested in the language (Slishkin, 2004, p. 29). The interpretation of concepts as ‘fragments of discourse’ also belongs to the sphere of pragmatics because they define our ability to “arrive to interpretations of the unwritten and the unsaid” (Yule, 2011, p. 85). Some concepts express the key values of the culture and so are culture-bound. Based on his study of American culture reflected in the language, V. I. Karasik calls these concepts “regulative”; as an example, he offers the word “challenge”, which is often used in political rhetoric as it implies success and the element of solemnity thus characterizing some special moments in life (Karasik, 2005, pp. 103-108).

Reference – an important field of pragmatics – is “an act in which a speaker, or writer, uses linguistic forms to enable a listener, or reader, to identify something” (Yule, 2011, p. 17). Along with nouns and pronouns, precedent phenomena can represent the category of reference since the physical environment has the most powerful impact on the way referring expressions are interpreted. Russian scholar Y. N. Karaulov was the

first to introduce the idea of the “precedent text” and the term denoted a special text that is meaningful for an individual and, therefore, is often referred to and is known to a wide range of people (Karaulov, 1987, p. 216). Later, the term “precedent text” was changed to “precedent phenomenon” and further specified. Four types of precedent phenomena were identified: precedent name, precedent text, precedent utterance and precedent event (Krasnyh, 2002, pp. 47-49; Gudkov, 2003, pp. 104-107). All precedent phenomena function as elements of the discourse and, consequently, understanding them is vital to understanding the discourse itself. These are not precedent phenomena that are part of the cognitive base, but the invariants of their perception, which are each different and depend on the culture of the society in which they arise. Therefore, in terms of pragmatics, precedent texts, utterances, names and situations also belong to the sphere of background knowledge. As understanding of precedent phenomena can be different in various countries they were further divided into universally-precedent, nationally-precedent and socially-precedent categories (Krasnyh, 2002, p. 50).

Presupposition – another field in the domain of pragmatics – is voiced through personal, temporal and spatial deictic expressions and verbal actualization of precedent phenomena and cognitive structures in the speeches. Presupposition assumes some information is generally common knowledge and, therefore, “such information will generally not be stated and consequently will count as part of what is communicated but not said” (Yule, 2011, p. 25). According to Jones and Peccei, the technique of using presuppositions – background assumptions which are taken for granted to be true – is particularly useful in political discourse as it makes it difficult for the audience to identify or reject views that are communicated in such a way (Jones and Peccei, 2004, p. 44).

The domains of pragmatics mentioned above participate in the construction of positive self-representation or argumentative speech strategies (Bassols, 2003). When combined, they transfer the meaning of the speech since this is always more than what is verbally expressed.

## Study

The paper analyses such domains of pragmatics as deixis, background knowledge, reference and presupposition in 26 inaugural addresses made by 16 presidents of the USA from Woodrow Wilson to Barack Obama. The hypothesis of the study is that similar linguistic instruments of pragmatics can be found in all the speeches and that similar language means serve as pragmlinguistic markers of the political discourse in the speeches made from 1913 to 2013. The objectives



of the paper are to identify these means and to study their evolution and possible dynamics.

The study is carried out with pragmatic-communicative approach within the framework of a modern anthropocentric paradigm. A complex of methods is used for the purposes of the research: namely, the method of discourse-analysis and that of contextual analysis. The language units of are then examined through quantitative processing.

## Results

Following our analysis of the category of deixis in 26 inaugural addresses, it has become apparent that personal, temporal and spatial deixes produce some extra-linguistic information and additional meaning of the utterance. Deictic center is often found in inaugural speeches for the purpose of positive self-presentation, especially if it is the second presidential mandate and a report of the tasks fulfilled in the first mandate is expected. For example, from Woodrow Wilson's 1917 address:

The four years which have elapsed since last I stood in this place have been crowded with counsel and action of the most vital interest and consequence. Perhaps no equal period in our history has been so fruitful of important reforms in our economic and industrial life... It speaks for itself and will be of increasing influence as the years go by. This is not the time for retrospect. It is time rather to speak our thoughts and purposes concerning the present and the immediate future. (Wilson, 1917)

However, the deictic center can also be shifted to other participants and different times for pragmlinguistic effect, which is exactly what happens in all the inaugural addresses under examination: the means of deixis redirect the addressee's attention. In such cases the pronoun "I" is used less often than "we" in order to fill the audience with pride for what has been accomplished and cause them to identify with a feeling of national unity. The phrase clearly still implies a positive self-presentation strategy as the president verbally associates himself with the nation: "We have built up, moreover, a great system of government [...] We have been proud of our industrial achievements [...] With this vision we approach new affairs" (Wilson, 1913). This pragmlinguistic tool is obviously not unique and is used in other languages as well; see, for example, the speech of Argentinean president Eva (De los Heros, 2003).

However, more often the presidents' inspiring words transmit the idea that the whole society should work

together for its progress and prosperity. Linguistically, this concept requires a shift of responsibility, transferred through deictic expressions, and a shift of the deictic center as well. This is illustrated in Nixon's 1973 address: "In our own lives, let each of us ask--not just what will government do for me, but what can I do for myself?" (Nixon, 1973) as well as in Reagan's 1981 speech:

You meet heroes across a counter--and they are on both sides of that counter... I have used the words "they" and "their" in speaking of these heroes. I could say "you" and "your" because I am addressing the heroes of whom I speak--you, the citizens of this blessed land. Your dreams, your hopes, your goals are going to be the dreams, the hopes, and the goals of this administration, so help me God. (Reagan, 1981)

It is clear from these examples that deictic expressions also assume that the addressees of the utterances are aware of their roles as participants in the context since they are explicitly referred to ("each of us", "you, the citizens" etc.).

Apart from the deictic expressions, the argumentative and positive self-presentation speech strategies are formed through nouns with evaluative implications which convey a positive attitude: "blessed land", "heroes", "dreams" and the feeling of pride is imparted to the recipients of the speech through the idea of the importance of every citizen also transferred by the means of deixis: "what can I do", "your dreams ... are going to be the dreams... of this administration".

The very genre of inaugural address presupposes the importance of the current moment; however, the elected presidents usually make references to the past and to the future as well. The past events mentioned belong to the domain of presupposition; the present ones to the deictic center; whereas the promises of future prosperity, typical of inaugural speeches and usually expressed through commissive speech acts, represent a solidarity strategy and also add to the pragmlinguistic effect of the utterance. This temporal frame is illustrated in the following extract from Reagan's 1981 address:

On the eve of our struggle for independence a man who might have been one of the greatest among the Founding Fathers..., said to his fellow Americans... Well, I believe we, the Americans of today, are ready to act worthy of ourselves, ready to do what must be done to ensure happiness and liberty for ourselves, our children and our children's children... we will be seen as having greater strength throughout the world. We will again be the exemplar of freedom and a beacon

of hope for those who do not now have freedom. (Reagan, 1981)

Overall, the study shows that the role of deictic means is crucial in the construction of traditional political discourse, in general, and specifically in the juxtaposition of us/them in inaugural addresses. The image of the enemy – which was quite vague until 1949 became clear following Harry S. Truman’s speech, then suddenly almost disappeared in 1997, but became subsequently present again after 2001 – was either verbalized by means of personal deixis “they” or “those who”, by nouns such as “communism” and “imperialism”, or by the proper name of the country, “Soviet Union”. In the traditional archetypal opposition us/them, American presidents claim their country is always ready to help the poor and the miserable. Until 1949, the attention was generally focused on their own homeland; post-1949, the attention shifted to all the people abroad. This is illustrated in Nixon’s 1973 speech: “At every turn, we have been beset by those who find everything wrong with America and little that is right. But I am confident that this will not be the judgment of history on these remarkable times in which we are privileged to live” (Nixon, 1973). In this example, the pronoun “we” is again used for strategic purposes: the speaker represents himself as a group member excluding others from the group. The appellation to the group is not, however, objective but is a part of a traditional model of political discourse deploying an us/them opposition wherein the American nation is described as great and the concept of the enemy is alluded to. This oppositional structure is typical for the genre and is systematically verbalized: the us/them opposition has a strong pragmatic effect on the recipients as it gives the audience orientation marks, fostering the feeling of unity and integration to those who identify with ‘us’.

### Background Knowledge - Concept “American Nation”

The categories of time and space often expressed in inaugural addresses through temporal and spatial deictic means appeal to the cognitive and knowledge structures of recipients. So temporal and spatial deixis are also integrated in actualization of the most important concept found in every speech of every American president – the concept “American nation”. The categories of time and space represented by deictic markers and expressions and tense forms of the verbs help to construct the image of this concept in political speeches. The American nation is shown as ‘great’ and ‘exceptional’ across time (past, present, future), in other words, forever. An example of verbalization of time and space categories introduced to the text for pragmatic purposes can be found in Harding’s 1921 address: “Today, better than ever before, we know the aspirations of humankind, and share them. We have

come to a new realization of our place in the world and a new appraisal of our Nation by the world... There was no American failure to resist the attempted reversion of civilization; there will be no failure today or tomorrow” (Harding, 1921). A similar concept of nationhood still resonates 80 years later: “Through much of the last century, America’s faith in freedom and democracy was a rock in a raging sea. Now it is a seed upon the wind, taking root in many nations... and even after nearly 225 years, we have a long way yet to travel” (Bush, 2001).

The concept “American nation” is very complicated, broad and includes a big number of interrelated concepts, cognitive structures and scenarios. Therefore there are many language units verbalizing the mental formation (i.e. concept) in political speeches apart from deictic means. The results of the study showed that there are certain words and word combinations that express key concepts synonymous for the American lifestyle and can be found in every presidential speech and appeal to national cognitive structures: “hope”, “faith”, “peace”, “justice”, “equality”, “opportunity”, “rights”, “beliefs”, “loyalty”, “change”, “dream”, “dignity”, “challenge”, “renewal”, “democracy”, “union”, “responsibility”, and “honesty”. These lexical units have a positive meaning within American society. A quantitative study was conducted in order to identify the most important nouns and key values of American culture represented in inaugural addresses. The results show that “peace” and “freedom” are the most important interrelated concepts with that of “American nation”. In order to compare these two with other important nouns, we provide data below for the first 10 most frequent nouns representing key values of American society:

Table 1  
*Quantity in inaugural speeches*

Noun	Quantity in inaugural speeches over 100 years (1913-2013)
1. Peace	163
2. Freedom	151
3. Justice	80
4. Change(s)	76
5. Faith	72
6. Responsibility/ies	59
7. Democracy	55
8. Hope	52
9. Opportunity/ies	52
10. Challenge(s)	49

According to the text of the speeches, the American nation was formed in freedom and has been, is and will be peaceful and prosperous for centuries because of its greatness. This message is echoed in President Obama’s 2009 address:

America will remain the anchor of strong alliances in every corner of the globe; and we will renew those institutions that extend our capacity to manage crisis abroad, for no one has a greater stake in a peaceful world than its most powerful nation. We will support democracy from Asia to Africa; from the Americas to the Middle East, because our interests and our conscience compel us to act on behalf of those who long for freedom. (Obama, 2009).

On the other hand, words that imply negative meanings, such as “dominion”, “poverty”, “suffering”, “disease”, “war”, “tyranny”, and “grief”, become the contextual antonyms of the main concept in the speeches and are also frequent in the discourse. The concept “American nation” is always present in one of the first parts of the speech, which implies that it is being addressed to every person as a part of the nation; this provides people a feeling of importance, participation and unity. Deictic forms along with nouns with evaluative implications add to the pragmatic effect of the actualization of the concept in speech.

#### **Precedent Phenomena as a Special Means of Reference**

It is only natural that politicians use some elements of national context that can be shared by the whole audience, therefore, precedent phenomena are often found in the texts of the speeches. The most frequent type of precedent phenomena in inaugural addresses is precedent utterance, and the main source of the utterances is the Bible. Religion has always played a significant role in American public life and only a small percentage of Americans, according to a Gallup poll, say that they would “back a nonbeliever” (UsaToday.com, 2012). The idea of a nation chosen and blessed by God is at the heart of the concept of the ‘American nation’. Thus prayers, words from the Bible, and the phrases “God Bless America!” or “God bless you” are mandatory for any inaugural address. The Holy Bible still remains an inseparable part of taking an oath and is, therefore, often mentioned in the speeches often supported by a quote from the precedent text. “Here before me is the Bible used in the inauguration of our first President, in 1789, and I have just taken the oath of office on the Bible my mother gave me a few years ago, opened to a timeless admonition from the ancient prophet Micah: “He hath showed thee, O man, what is good; and what doth the Lord require of thee, but to do justly, and to love mercy, and to walk humbly with thy God” (Carter, 1977).

It is an interesting fact that such a precedent text as the Koran was first invoked in a speech by George Bush

in 2005, along with the famous Christian text of the ‘Sermon on the Mount’. This precedent phenomenon reflects an important pragmalinguistic effect; it represents a change in American society wherein expressing the idea of freedom of faith (whatever the faith may be) to the whole world is a way of winning more supporters. That edifice of character is built in families, supported by communities with standards, and sustained in our national life by the truths of Sinai, the Sermon on the Mount, the words of the Koran, and the varied faiths of our people (Bush, 2005). Thus the appeal to the precedent text in the inaugural address serves as a tool of political technology.

The speeches of former presidents and politicians, stories of the Founding Fathers, and texts of the most famous American documents such as the American Constitution and the Declaration of Independence, are the second most frequent source of precedent phenomena. They are introduced in the text to convey the idea of American exceptionalism, distinguishing the U.S. from other countries, especially in terms of its history of formation. These texts reflect foundational ideas of the nation and their mental representation also belongs to the core concept “American nation”. Therefore the name of George Washington - the Father of the nation - is widely used in the speeches as in the further example.

“I have just repeated word for word the oath taken by George Washington 200 years ago, and the Bible on which I placed my hand is the Bible on which he placed his. It is right that the memory of Washington be with us today, not only because this is our Bicentennial Inauguration, but because Washington remains the Father of our Country” (Bush, 1989). Reference to religious discourse and parts of national history familiar to everyone brings the feeling of joy to the public by appealing to a basic national myth of a happy community of all the citizens of the nation.

Sometimes a precedent name or precedent text can belong to the sphere of literature and, if it is suitable for the moment and refers to some up-to-date events, can be used as part of a positive self-presentation strategy. Thus Richard Nixon quotes a contemporary poet referring to such an important achievement of the American nation as landing on the moon. The lines of the poet characterize the president as a well-read and intelligent person, remind the nation of its greatness and appeal to the national myth of unity and brotherhood. “In that moment, their view from the moon moved poet Archibald MacLeish to write: “To see the earth as it truly is, small and blue and beautiful in that eternal silence where it floats, is to see ourselves as riders on the earth together, brothers on that bright loveliness in the eternal cold - brothers who know now they are truly brothers” (Nixon, 1969).

If the Bible can be called a universally-precedent

text, and events, speeches, texts and documents vital for the American history called nationally-precedent phenomena, then several usages of socially-precedent utterances can be noted. Foremost among these are the quotes of the presidents' former teachers, as noted in this extract from Carter's 1977 address: "As my high school teacher, Miss Julia Coleman, used to say: 'We must adjust to changing times and still hold to unchanging principles'" (Carter, 1977). Notwithstanding the fact that the public is not familiar with the original utterances, such quotations also produce a strong pragmatic effect by characterizing the presidents as well-educated, respectful, thoughtful, and thankful members of the society who share something in common with the majority of the listening public. Again it conveys the idea of the greatness of the nation, one in which pupils are taught to be kind and decent people and good members of the society by their inspiring teachers.

The dynamics of the usage of the precedent phenomena in American inaugural speeches during the past 100 years is quite interesting and brings us back to the traditional us/them opposition in political discourse opposition. There are almost no precedent phenomena until 1941, but later politicians tend to refer to the names of the greatest members of the American nation, recall important events from American history and quote famous American citizens in their inaugural addresses.

If we compare these results with the findings obtained regarding the shift of political attention to foreign policy in 1949 and to more definite images of the enemy which also started to appear in speeches in 1949, we can come to the conclusion that the whole life of the country was changing in the middle of the twentieth century; consequently, a stronger appeal to the idea of a unified nation and to American ideals through precedent utterances, either from the Bible or former American presidential speeches, was needed at that time to justify the right to fight some enemy on foreign grounds. The results of our research show that the concept of 'the enemy' in the twentieth century, particularly starting from the middle of the century, starts to become vivid. Whenever the image of the enemy of the nation is brightly described in the speech a national or universal precedent phenomena is almost sure to be found in the speech too in order to juxtapose the greatness of the nation to the weak points of its enemy. . The idea of American exceptionalism which began to thrive at this time, and the role of the USA as a world leader exporting peace and freedom abroad is evidenced through pragmalinguistic means as well. The dynamic of lexical representation of the central concept "American nation", including the idea of the enemy, is rich and belongs to the sphere of historic, political and economic context of the epoch.

## Presupposition

The means of deixis included into the speech presupposes that listeners are aware of the context of the utterance: the time and the place of speaking, the history of the country: "America", "home", "abroad", "here", "four years ago", and "today". The president identifies himself with the nation strategically using the pronoun "we" instead of "I", thereby the addressee receives the message of the new coming era of happiness. The ideas can be illustrated by an abstract of Richard Nixon's speech. "When we met here four years ago, America was bleak in spirit, depressed by the prospect of seemingly endless war abroad and of destructive conflict at home. As we meet here today, we stand on the threshold of a new era of peace in the world" (Nixon, 1973). The president underlines that under his rule the country has achieved success in its goals but this is done implicitly as he identifies himself with the nation and through deictic means makes every member of the society responsible for the achievements thus giving the audience the feeling of joy and pride.

Precedent phenomena used in the texts of the speeches can also be regarded as the means of presupposition. Basically, they are introduced to the text in order to reveal the idea of unity and the greatness of the nation and of every member of the nation.

The choice of precedent phenomena is not random, every language unit applies to the public's cognitive base, ideals, background knowledge of national religion or history. The message that the nation is great is transferred through different means and some of these means may not be evident since they rely on presupposition. The means of presupposition also double the idea conveyed explicitly through the words. Thus in the following example the nation is explicitly called great and the precedent utterance that comes from the Bible once again reminds that the nation was chosen by God and is based on equality i.e. it squares with the national idea of great country again. "For myself, I ask only, in the words of an ancient leader: "Give me now wisdom and knowledge, that I may go out and come in before this people: for who can judge this thy people, that is so great?"" (Johnson, 1965). The second example manifests the shift of responsibility from the government to the public at the time of speaking (means of deixis are also implied) though concealed in the words of one of the founders of the nation.: "On the eve of our struggle for independence a man who might have been one of the greatest among the Founding Fathers, Dr. Joseph Warren, President of the Massachusetts Congress, said to his fellow Americans, "Our country is in danger, but not to be despaired of [...]. On you depend the fortunes of America. You are to

decide the important questions upon which rests the happiness and the liberty of millions yet unborn. Act worthy of yourselves” (Reagan, 1981). So he words of the president do not only remind the audience about the responsibilities but backs up the idea with reference to Founding Fathers - an integral part of the American culture, an appeal to which is supposed to impose the idea of unity. .

As nationally-precedent and universally-precedent phenomena like the Bible are parts of the cognitive base of society, they are also included in the concept “American nation” proving the exceptionalism and greatness of the society.

## Discussion

The study illustrates that all domains of pragmatics analyzed in inaugural speeches work for the same purpose of influencing the audience, hence they are tools of implicit and explicit linguistic manipulation. The language means studied in the article cannot be mechanisms of only one field of pragmatics as demonstrated in the examples of deictic means or precedent phenomena. Depending on its function, a speech unit can be an instrument of reference, background knowledge, deixis, presupposition, or other fields of the science. Separating the domains of pragmatics in the research is done only conventionally as they are all combined in speech to produce the necessary effect of communicating more than what has actually been said. All the spheres are closely connected and interrelated; their coherence in speech is schematically presented in Figure 1.

The use of personal, temporal and spatial deictic means that are at the same time representing means of presupposition, appeals to cognitive structures through the actualization of precedent phenomena. Additionally, introducing nouns with evaluative implications into the speeches help to conjure up the most positive mental pictures of American history and well-being. The verbal representation of the concept of “American nation” is one of the most powerful pragmatic tools implied in the speeches since all the domains of pragmatics analyzed in the study help to construct it. In turn, the concept represents presupposition as it becomes next to impossible to disagree with the party line of the government, thus associating oneself with the great men of the past, present and the future: that is how this strategy typical of political discourse works. The noted dynamics and changes concerning the use of precedent phenomena and the sources of such language units and verbal representation of the image of the enemy also occurs for the pragmatic means. As the times are changing,

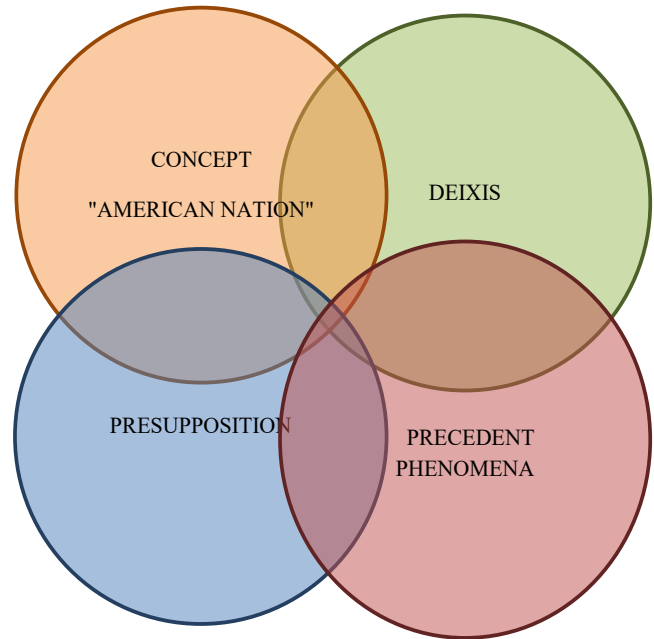


Figure 1. Coherence in speech.

American home and foreign policy is changing too and it is only natural that the context influences the correlation of linguistic means.

## Conclusion

After having analyzed, from the perspective of pragmalinguistics, 26 inaugural addresses delivered by 16 presidents of the USA over the course of one hundred years, we confirmed our hypothesis that inaugural speeches are created using similar linguistic instruments. Language means representing deixis, presupposition, reference and background knowledge in the speeches all produce the same pragmatic effect: first, they foster integration into American society by instilling in each member of the public the feeling of individual importance and participation; second, they inspire joy and hope by appealing to a basic national myth of a happy American society and to the idea of American exceptionalism or greatness. They also function further as instruments for creating solidarity for the President through a positive self-presentation whether the President in question is new to the post or not. The evolution in the use of the language means representing the domain of pragmatics can be traced through the texts of the speeches from 1913 to 2013. Precedent phenomena and their sources, as well as the traditional us/them opposition in political discourse are the starkest examples of speech interacting with its context. The total number of the precedent phenomena is seen to grow when the attention of

American authorities turns to fighting enemies abroad, as evidenced in the mid-century examples cited. In conclusion, the various pragmalinguistic markers studied within inaugural addresses of political discourse are responsible for constructing the correct and necessary meaning of the speech in the consciousness of recipients and, as such, are means of linguistic influence and manipulation.

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# Linguistic Approaches in Teaching History of Science and Technology Courses through a Content Block on Cognitive Sciences

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History of Science and Technology (HST) courses are increasingly becoming part of core curriculums for undergraduate students due to an increased emphasis on scientific literacy. HST courses should aim to help students gain an understanding of the nature of science and should enable them to reflect epistemologically. The authors suggest teaching HST courses through several interchangeable content blocks, and herein, present the material and discussion topics that they believe should be implemented in a content block on cognitive sciences through a linguistic component. Language has a special meaning for humankind as it indicates its unique ability in the evolutionary development and in creating a new social environment. Therefore, paying special attention to the linguistic component when teaching HST courses helps students obtain a basic level of linguistic knowledge as its interdisciplinary approaches are increased through the study of cognitive sciences such as evolutionary psychology, behavioral genetics, and artificial intelligence. In order to represent a practical meaning of linguistics in the processes of constructing social environment, the authors conducted an empirical study based on the analysis of media texts. We asked 63 sophomores majoring in social sciences and humanities, who are affiliated with the Peoples' Friendship University of Russia and the Moscow State Institute of International Relations to choose 60 media texts, both broadsheets and tabloids, on social and political content. Estimating and analyzing the surveys allowed the authors to determine students' abilities to identify communicative strategies that were used in the media texts, to understand the role of the strategies in forming the social environment of a person or a group, and to recognize how using the tools of cognitive linguistics enhances sophisticated thinking and develops synergetic perceptions of every individual.

*Keywords:* History of Science and Technology, Linguistics, Cognitive Sciences, Evolutionary Psychology, Behavioral Genetics, Artificial Intelligence, Scientific Literacy, Critical Thinking, Media Texts, Communicative Strategies

The current educational system is facing a reality in which simply transferring information from a professor to a student no longer seems adequate. Previous methods of conveying information are now being modernized. The role of the educator has changed dramatically into that of a facilitator of group discussions, peer instruction, and the use of digital media and learning technologies. The instructor now also plays the role of a collaborator, acting as a partner in the learning process. In the classroom, students are learning how to find information on their own, and this is reflected in society as, now more than ever, people



are able to self-learn thanks to the wide, rich, and varied information provided by modern technologies, which is changing the scientific paradigm (Kuhn, 1962). Significant help comes from big data, which can be distinctly sorted out and systematized for proper analysis and further work by using computer programs and applications.

The possibilities of the Digital Age widen the horizons for collecting, spreading, and obtaining information. One of the major advantages of using big data is the opportunity to personalize intellectual needs and find pathways to satisfy them. As the computer industry develops rapidly, new forms of working with data appear, such as quantitative computational methods of empirical research in the social sciences (Mason, Vaughan, & Wallach, 2014). These methods include the basics of research, the design of question formulation, literature reviews, data collection and data analysis, hypothesis testing and measurements, etc. The computation of various spheres of human activity tend to not only systematize but to distinguish rational and creative issues. To avoid sinking under the overwhelming amount of information, people must learn to use it properly and efficiently.

The progression of scientific development and technological innovations and the broad access to knowledge and education have finally formed a new scientific reality that cannot be squeezed into books or categorized completely. Using a multidisciplinary approach is an efficient method for understanding the sciences considering their seemingly endless development, interaction, and the creation of new scientific fields (Parker & Riley, 2000; Stoykova, 2014; Paveau, 2011; Wilton & Wochele, 2011; Berardi-Wiltshire & Petrucci, 2015). Universities are searching for ways to teach students how to think scientifically, to react epistemologically, and to gain a deeper understanding of the nature of science through multidisciplinary approaches (Hazen & Trefil, 1991; American Association for the Advancement of Science, 1989; Rutherford & Ahlgren, 1990; Millar & Osborne, 1998; National Research Council, 1996). One way to achieve these objectives is by teaching History of Science and Technology (HST) courses, which are becoming increasingly common as part of core curriculums for undergraduate students.

In the HST curriculum, the authors suggest the following content blocks: 1) Cosmology; 2) Genetics and Evolution; 3) Cognitive Sciences. These blocks cover the main aspects of the sciences in their respective historical perspectives, demonstrate achievements of modern science, and indicate paths for its further development. The number of content blocks is flexible; they can be combined with extra specialties depending on the special scientific literacy requirements. Omitted fields might be added in consideration of the interests of the audience and the length of an HST course during

an academic term. In addition to the aforementioned blocks, the Cognitive Sciences block could be taught separately or as a part of an HST course.

The first part of the current paper contains the theoretical background of the cognitive sciences block through the triad of sub-blocks including (1) the Cognitive Hexagon; (2) Evolutionary Psychology, Behavioural Genetics, and Linguistics; and (3) Artificial Intelligence (AI). The presented triad does not appear as a clearly-distinguished triad since each part has its own exclusive approaches and criss-crosses with others. Linguistics and AI are also part of the cognitive hexagon that will be examined through the multidisciplinary approach. Through the Cognitive Sciences block, it is easier for educators to explain how human cognitive ability was viewed throughout history, what led to the origins of this field, and what the potential outcomes are. The block allows students to look at cognition through the spectrum of certain unique characteristics that the brain possesses: language, critical and abstract thinking, reasoning, intelligence, and memory.

Linguistics is stereotypically presented as theoretical science which has few practical applications. However, understanding human linguistic capability, both written and spoken, determines social perceptions of information, its context, delivery and changeability, and precise methods and tools for working with information. Considering these characteristics is one of the goals in the teaching a HST course through the Cognitive Sciences block. The presented empirical study, based on an analysis of media texts, aims to nurture students' ability to identify communicative strategies that are commonly used in the media, both broadsheets and tabloids, and to find interpretations of how language influences societies and changes them. The study is described in the second part of the paper.

## Materials and Methods

### Theoretical Background

Chomsky (2016) and Pinker (1994) argue that language is a human biological trait which is the part of evolutionary development, with a limitless number of expressions and transmissions. Herein, linguistic capability covers human ability (and vice versa) to obtain language, to learn, to transfer, and to develop knowledge consciously. Thus language is the human cognitive niche (Pinker, 2010; Iriki & Taoka, 2012). Cross-linguistic analytical and descriptive works unveil the aspects of universal characteristics and the diversity of languages (Evans & Levinson, 2009). Chomsky's 'Computability Theory' characterizes the basic property of language which is the "generation of an unbounded array of hierarchically structured mapping to the conceptual-intentional interface"

(2016, 13). Finding proper algorithms will lead scientific perceptions of AI on to the next step. Computational mechanisms of linguistic capability, the authors believe, could be thought of as a shift in the scientific paradigm, raising humanity to the level of the Singularity (Kurzweil, 2006). These assumptions sound rather futuristic as they have not yet been scientifically proven, nonetheless, introducing a scientific way of thinking may help frame the logic of the nature of science thus enabling students to get closer to understanding the complexity of language and linguistics in its multidisciplinary integration.

The human brain is a supercomputer with limited cognitive capacity but, at the same time, the human brain has limitless possibilities to create, imagine, and operate abstractly. Given the powerful creative potential of the human mind and the rapidly increasing capacity of computers, it is clear that scientists should look for ways to empower the brain and to use computers to analyze and replicate its capacities to study, understand, and develop. Furthermore, since so much about the human brain remains unknown, large-scale research investigations are required in order to unlock the mysteries it presents. One example of such an effort is the BRAIN Initiative introduced by the U.S. White House in 2013. This ongoing initiative which aims to broaden knowledge about the brain will provide funding for research that will aid in building a deeper understanding of how the human brain functions.

The authors suggest that the level of scientific and technological development usually precedes human ability to change their perceptions over time. Therefore, approaches in evolutionary psychology and behavioral genetics, which examine human behavior through an evolutionary lens, consider how the evolutionary development of the human species affects their tendencies, desires, and reactions. Linguistics, a pivotal point for human cognitive capacity, is still a contentious area among scientists; for instance, the debate over whether language is a product of the social or of the biological/genetic.. Neuroscience and genetics may help to unveil this cognitive trait and understand the mechanisms of its functioning. A new type of perception will need to be roughly systematized into the Cognitive Sciences block.

The above-mentioned categories led the authors to a ‘new human’ concept. This term metaphorically marks a human being with a higher rate of intelligence as a result of many spheres of human cognitive capacities such as science and art, poetry and technology, physics and philosophy, history, and mathematics. The ability of a ‘new human’ to integrate many different aspects together logically and to guess/predict consequences is supported by information technology development as well. Modern technologies demonstrate some amazing possibilities, including how to design and visualize knowledge in order to help people in their personal

intellectual approaches and how to use existing technologies in more intelligent ways in order to obtain desired information.

The authors suggest two concepts which might be brought into class discussions: a ‘new human’ and a ‘universal idea’. The ‘new human’ concept is the idea of how humankind engages with a variety of intellectual activities due to our ability to integrate information. This idea is reflected in the information integration theory (Anderson, 1974; 1981), which can be applied in many spheres of intellectual activity. Regardless of their occupation, a person should not be framed by concrete disciplines or approaches but must look beyond them. Enhancing intelligence, both human and artificial, might help contemporary societies satisfy their demand for a ‘universal idea’. The ‘universal idea’ concept is the idea how to explain everything. These concepts could be applied to the challenges of the digital world and its transformation toward the Fourth Industrial Revolution (Industry 4.0) (Schwab, 2016).

In this paper the authors look at human cognitive ability while paying special attention to linguistic approaches. The authors suggest that the process of becoming a ‘new human’ is achievable in a way through which scientific and critical thinking are the preliminary conditions for moving on to the next level of development of human cognitive capacity. The Cognitive Sciences block in its multidisciplinary approach suggests that students consider this strategy.

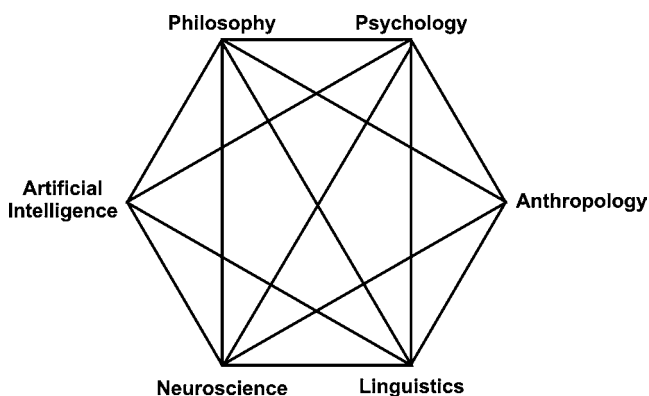


Figure 1. The Cognitive Hexagon.

### The Cognitive Hexagon

The term ‘cognitive’ is used to describe the processes associated with the human ability to think, understand, and learn. Scholars are only able to examine the cognitive abilities of presently living species. One way to complete cognitive studies is through a multifaceted approach. The analysis of human cognitive ability is generally undertaken via six disciplines, known as the cognitive hexagon: philosophy, psychology, anthropology, linguistics, neuroscience, and artificial intelligence. By the 1950s, the sum of observations and broad scientific progress shifted to the next level. This

shift is called the Cognitive Revolution (Miller, 2003). Students should not confuse this with the Cognitive Revolution of humankind, a period in human evolution that distinguished homo sapiens from other animals due to human cognitive capacity. The six disciplines listed are not limited in their capacities, purposes, or achievements. The model of a hexagon (see Figure 1) is conditional and flexible and depends on the issues that tended to be observed and the goals that needed to be obtained.

Philosophy should come first. Traditionally, philosophy tended to explain missing or unknown parts of human knowledge, completing them through logical constructions and highlighting the necessity of assumptions. Among many perceptions, we think that Gödel's incompleteness theorems can be taken to explain the uncertainty of the cognitive sciences and to predict their future development. The incompleteness theorems created by Kurt Gödel, one of the most important logicians of the 20th century, state that any statement can be proven if we consider that any default statement is false (Uspensky, 1994). This is a sort of indulgence, which enables authors to suggest new ideas, leaving them unafraid of the possibility of failure, and enabling them to ignore their faults and weaknesses. It is interesting to mention that philosophical conversations between Gödel and Einstein, according to Gödel's later suggestion, allowed Einstein to complete his theory of general relativity, which speaks to the value of undivided sciences (Yourgrau, 2009).

Psychology is the second discipline of the hexagon, with multiple approaches toward the observation of people, their behaviour, thoughts, and feelings. For example, in the late-19th century, the results of observations of abnormal behaviour at a mental hospital by Jean-Martin Charcot, a French doctor, pushed observers to distinguish 'normal' and 'abnormal' and to come up with the concepts of the 'conscious' and 'unconscious mind' (Kumar, Aslinia, Yale and Mazza, 2011). Freud, a student of Charcot, significantly advanced the concept of the unconscious mind (Freud, 1922) and his approaches in psychology were the most influential for decades.

Behaviorism, a psychological specialization, explains the human mind as a sum of behavioral traits. John B. Watson (1913), in 'The Behaviorist Manifesto' claimed that people's behaviour, as well as that of animals, can be predicted (Logue, 1994). All of the changes in societies, including socioeconomic and political shifts, continually change people and their behaviour. These historically inevitable processes led to new disciplines and specializations as the 1970s saw a broad shift in behaviorism towards evolutionary psychology, which involved new scientific fields including genetics and neuroscience.

Anthropology, the third discipline, has its own specific characteristics. Anthropology was on the rise

during the period of Imperialism from the 19th to early-20th centuries, when Western countries, the great powers, were driven by spreading mercantile interests and by hunger for political power all over the world. This period was very fruitful for observations of previously unknown facts about the outer world. Orientalism aimed to describe the differences between cultures and races. The historical reality and chain of events in the 20th century, including major controversies on race, religion, and culture, slightly shaded the topics explored in anthropological studies through these approaches. Nowadays, we think that epigenetics – the study of trait variations caused by external or environmental factors that turn genes on and off – will probably give anthropology another chance to compare ethnic groups, particularly in terms of differences when expressing their thoughts on culture, in contributions to scientific development, and in artistic achievements, as those differences are the result of interactions with the environment.

Linguistics, the fourth discipline within the hexagon and one of the most exciting pathways in science, has expanded its scientific frameworks through the modern achievements of neuroscience and genetics. Neuroscience, observing the brain through scanning, allows for the detection of those parts of the brain that are active during activities such as reading, learning, speaking, or thinking. Approaches in linguistic studies help scientists to distinguish this aspect of human uniqueness. Brain activity from childhood to old age changes, and it is astonishing that people are able to manage their linguistic capacity despite these changes in intellectual activity. This result was already known long before neuroscience appeared, but neuroscience might unveil mechanisms to enhance linguistic capability significantly. Such possibilities have led scientists to the goal of increasing human intelligence and finding ways to use human cognitive potential more efficiently.

The main approach of neuroscience, the fifth discipline in the hexagon, is to recognize the patterns of how the brain works and produces consciousness. The concept of consciousness is historically bound with philosophical perceptions of the mind-body problem, or the 'hard problem'. The rough explanation of the problem is finding consistent patterns between an organism and its ability to be conscious (Shear, 1999): are people physical beings or beings with not wholly physical characteristics; where is the border between materialism and mentality (emotions, sensations)? Some scholars have doubts that the mind-body problem can ever be solved, arguing that no matter how much is known about the brain, there is no way to precisely understand consciousness. Neuroscience tries to answer both the question of the brain and of consciousness. This is a highly interdisciplinary field that integrates approaches from philosophy and

psychology, as well as computer sciences.

Nowadays, interest in neuroscience discoveries is growing exponentially. Big data, deep learning, enhanced intelligence, consumer-industry relations, global economics, and global politics are the stimuli for the appearance of new studies based on neuroscience. Derivatives of neuroscience such as social neuroscience, political neuroscience, and economic neuroscience are also developing rapidly. New methods and technologies of brain scanning in order to detect neuronal activity have allowed researchers to recognize the parts of the brain that are responsible for cognitive ability. The main goals of these methods are as follows: to learn how to 'read' people's thoughts; to recognize the patterns of decision-making processes, thinking, and creation; and to answer the questions of what genius and charisma are.

The sixth and final discipline included in the cognitive hexagon is artificial intelligence (AI). The idea of creating a mechanism that could solve problems as people do has created a sense of urgency in scientific circles to realize such a powerful tool. Finding an analogy with human cognitive ability is the main motivation for creating AI. The first computers and the potential to calculate and work with vast numbers of computers led to progress in AI (Benko & Lányi, 2009). There were two dominant ways of creating AI. The first focuses on recognizing signals between neurons and reconstructs the whole scheme of neurons. This way may be represented from bottom to top, from a single group of neurons to the web, which has been the approach of most neuroscience studies thus far (Eisenecker, 1995). Eisenecker notes that the second way operates by logic, symbol manipulations, algorithms (Universal Turing machine), and a particular design of how computers need to be organized and constructed (the von Neumann architecture).

Computers and computer programs are on the rise, but AI remains far from equal to the human mind while the mind-body problem is still unresolved. A proper understanding of how the brain produces thoughts, emotions, feelings, etc., could lead scientists to the creation of sophisticated AI that will be able to compete with human cognitive ability. This concept was suggested by Marvin Minsky (2006) who proposed the idea of computing cognition in machines, based on recognizing and reconstructing patterns of human cognitive ability. Minsky also experimented with the creation of an artificial neuron web called the Stochastic Neural Analog Reinforcement Computer (SNARC), modelled after a brain (O'Regan, 2013). The problem is the vast number of neurons, as there are more than 100 billion of them in the human brain. Even modern computers are not able to operate, modulate, or simulate such a vast number of neurons.

Traditional inquiries about how exactly the brain corresponds with cognition have been the topics of

philosophical debates since the 17th century. René Descartes suggested the existence of the pineal gland, a 'command center' that lies somewhere in our brains (Lokhorst, 2015). These philosophical perceptions might be considered today as slightly incorrect due to the way in which the brain works as a whole in order to achieve a state of cognition. Nonetheless, Descartes's assumptions were not senseless, but reasonable. Computers can serve as a useful analogy for the brain.

David Marr suggested a comprehensive explanation of the principles upon which computed mechanisms are likely to work. The principles of finding a solution include the following levels: 1) the computational level (Which function is provided and what can feasibly be done?); 2) the algorithmic level (How it can be done?); 3) the implementation level (Which physical parts/components play roles in those tasks?) (Dawson, 1998). If computations help researchers to answer these questions, AI will reach the next level.

Reconstructing such simple mechanisms that people perform mechanically, without thinking, such as walking, touching objects, detecting tactile signals, and using their senses, is the path to recognizing how particular tasks might be applied to intelligent machines. Nonetheless, AI is limited to the computation of particular tasks that computer programs can manage, and there is always a limited capacity to what can be included in a software program, whereas the evolution-formed computations of the human brain show almost limitless capacity. Even though human sensory receptors are limited, the human brain can work as a probabilistic machine: thus, interpretations of the world, as a world of uncertainty, are manifold. These multiple interpretations depend on both people's experiences and on heritable traits.

### **Evolutionary Psychology, Behavioral Genetics, and Linguistics**

Moving from the common theoretical background of the cognitive sciences toward the disciplines, which have a more practical meaning, allows students to acquire the issues of evolutionary changes on the human brain and behavior. The human brain as a result of evolutionary changes, has developed through a vast number of changes and adaptations. Human behavior itself may be analyzed by evolutionary theory as well. Unfortunately, acceptance of the theory of evolution and its relation with human behavior is low among the general public (Perry & Mace, 2010; Coyne, 2012), and there are many reasons for this. Scientists cannot ignore contemporary human behavior, even if it might seem irrational or nonscientific; instead, they should suggest an explanation for it. Scientific and technological development happens relatively fast, while the human brain is not capable of immediately accepting these rapid changes. In other words, human

minds, which enable the creation of a new reality, often tend to trail slowly behind the progress society creates.

Evolutionary psychology (EP) and behavioral genetics (BG) examine human behavior and cognitive approaches through the history of human origins. The new interdisciplinary field of EP was introduced by Tooby and Cosmides (1997) to explain human behavior through evolutionary processes. They claim that 'our skulls house a Stone Age mind'; hence, awareness of the original purposes of our brains can help us better adapt our thinking to the modern scientific world. The question of what people think and how people behave might be answered by considering how early humans behaved. Bearing in mind postulations of EP, modern humans tend to solve their problems and manage situations in much the same ways that early humans did in the past (1.8 million years ago to ~10,000 years ago). If we agree that the Agricultural Revolution occurred about 10,000 years ago and the Industrial Revolution started around 200 years ago then modern society is relatively young and the patterns of hunter-gatherer societies have not yet faded completely away. The past of humankind can be characterized as a period of existence of small groups of foragers living far away from each other.

In the HST course some issues of modern society could be interpreted through the EP lens. For instance, obesity might be linked to the concept of maladaptation (something that was helpful and beneficial before and has become rather harmful now). A lack of food and resources in prehistorical times meant that ancient people needed to eat as much and as quickly as possible; otherwise the food would be eaten by someone else. Predators and other animals competed fiercely with humans in given environmental conditions, but that balance was broken when humans began to produce large quantities of high-calorie food. Despite this drastic change in the availability of food, patterns of eating as much and as quickly as possible remain in people's unconscious minds, even now. Thanks to human cognitive abilities to think, learn, and predict possible outcomes, we should be able to control ourselves, cutting off the unnecessary consumption of food. For some, however, obesity can result from a sort of food addiction, which in some cases can affect the brain much like a drug addiction. Such addiction correlates with the part of the brain that is responsible for reward sensations. Looking at the brain at the neuron level, connections are found between the parts that are responsible for hunger and reward. 'Disconnecting' those parts seems to be a way to break this cycle in those who experience food addiction (Nieh et al., 2015).

Society is linked with what people have created and the kinds of social patterns they should follow because of social norms. Meanwhile, social norms are changeable: the changeability of social behavior

is connected with the flexibility of human cognitive abilities. The ways those changes happened and what led to them, is an old question which was brought up by thinkers centuries ago. The debate of 'nature versus nurture' is based on arguments proposed by the great philosophers of the 17th century, John Locke and Gottfried Leibniz. Locke suggested the concept of *tabula rasa*, referring to knowledge resulting from our own experiences (Locke, 1990). Leibniz argues that a person has knowledge that is not learned but is contained in himself/herself (Leibniz, 2000). From the perspective of modern science, the answers usually touch on both parts. Presently, science does not distinguish nature and nurture strictly, as there is a tight bond between them. Modern science suggests that we consider human behavior from a behavioral genetics viewpoint. For instance, Harden (2014), through quantitative genetic studies (e.g., twin and family studies), argues for the existence of heritable variations in adolescent sexual behavior, meaning that genetic differences shape sexual preferences. Human memory also correlates with genetics (Gedeminas Luksys et al., 2015). In a broad future perspective, this allows science to understand and to foresee human behavior much better, sizing it up via behavioral genetics and other behavior-related genetic means. Thus, this collective scientific knowledge by itself might shift the social environment, forming it through human advanced cognitive ability and moving society up to the next cognitive level.

Linguistic capacity, the ability to speak, not simply to make sounds, as many different species do, is a unique trait of modern *homo sapiens*. According to archaeological records, modern *homo sapiens* evolved into a species about 100,000 years ago. Nevertheless, all modern humans are cognitively similar with an ability to produce language, which roughly appeared in that period of time. Unlike vision, hearing, and spatial orientation, linguistic capacity cannot be observed or tested by itself in the animal world, only on human beings. Some animals operate using a signal system, but its design and use are different from language. Furthermore, such signal systems are not detectable by a particular part of the brain. Chomsky (1986) proposed the idea that the core of language has infinite possible expressions that have definite meanings. Chomsky argued that the process of learning a language by a child from his/her parents is a part of our nature, a sort of 'language gene', while there is no single part of the brain that can be detected which is responsible for linguistic capacity. Our linguistic capacity, which serves as an optimum communication system, is a computational system shaped by evolution.

Linguistic data can be combined with genetic data in order to reconstruct patterns showing the spread of human populations all around the world. Creanza et al. (2014) argues that there is a correlation between geographical axes and genetic

differentiation. Geographical isolation has different effects on genes and phonemes. Human populations that live close to each other are more likely to have the same patterns in their languages. Similarly, large distances increase differences in languages and their phonemes. Tonal languages also correlate with geographical environments, and phonemes and sounds are ecologically adaptive (Everett, 2015). Taking into account the variety of factors that impact human linguistic capacity, it is possible to say that a combination of languages, genetic variations, and geographical conditions may fill in the patterns of our cognition and may confirm and complete the routes of human migrations through time.

We can see that human linguistic capacity is a very sophisticated communication system that is associated with human beings and based on human cognitive ability. Understanding of how human cognitive capacity was formed and evolved, and predicting ways in which cognition may develop is the main point of combining evolutionary psychology, behavioral genetics, and linguistics. Grasping the mechanisms of human evolution is important for understanding how this knowledge may be applied to advance computer science and to construct AI. The Cognitive Sciences block, where a few related scientific disciplines were combined in order to show their complexity and the value of uniting them, allows the authors to point out the trend toward multidisciplinary and complementary approaches in sciences. This point of view helps students progress in critical thinking, and to see the whole picture of sciences in their continuous growth and evolution.

Considering the format of this paper, the authors conducted an empirical study on cognitive linguistics. Cognitive linguistics is traditionally considered to be a theoretical scientific discipline. However, its significant empirical potential might be useful and applicable in constructing a social environment.

## The Study

The present study can be used as an integrative part of the course to demonstrate to the students the impact of linguistics on comprehension and the construction of social existence. An analysis of mass media texts, both quality and popular press, helps to find specific concepts and communication strategies in the presented information stream which are used by journalists and writers to shape 'targeted' public opinion from the point of view of modern pragmatics. The goal of cognitive linguistics is to form critical and abstract thinking in students and to help them develop their skills for the effective strategic planning of speech. The formation of the scientific background in order to track the pragmatics of a discourse independently, to understand the methods and usage

of certain tools for shaping how public opinion might be structured, all these represent the interconnection and mutual dependency of different sciences in their linguistic interpretation. Also, this study shows a high impact of linguistic research on the social.

The hypothesis of the current study is the assumption that the differences between quality and popular press are based on the social environment and the background of audience members. Appealing to different segments of the audience, the authors use appropriate communication strategies, cognitive patterns, and conceptual fields to conceptualize the issues and events that are reflected in texts. We assume that emotiveness, which is expressed by the audience, as well as understanding and interpreting the texts is the key tool to understand the impact of the media texts on an audience. Additionally, the study can help us distinguish whether the information was represented clearly and directly, or was offered with a wide range of allegories and special figures of speech.

To justify the above hypothesis, we asked students to choose 60 newspaper texts – 30 from broadsheets or quality newspapers and 30 from popular British media or tabloids – on social and political content covering, for example, the war in Syria, the 2016 U.S. General Election (Trump vs. Clinton), and Brexit. For the quality press we selected *The Times*, *The Independent*, *the Guardian*, *Financial Times*, and *The Daily Telegraph*; the popular press included *Daily Mail*, *Daily Express*, *Daily Mirror*, *Daily Star*, and *The Sun*.

Participation in this research project was completely voluntary. The project was implemented at the end of the 2016 Spring semester. In sum, 63 sophomores majoring in social science and humanities from the Peoples' Friendship University of Russia and the Moscow State Institute of International Relations participated in the study (37 females and 26 males). The participants were informed about the aims and objectives of the study; they had also previously attended a common core course to establish a basic theoretical background related to linguistics in understanding such definitions as discourse, communicative strategies, and speech tactics. Each participant independently analyzed the selected media texts, searching for concepts and communication strategies. The analysis of the selected media texts lasted four weeks after which the participants discussed their results focusing on distinguishing the most commonly used concepts and strategies identified while reading the texts. Also, students paid special attention to the potential, the target audience, and the ability of the media texts to shape the media environment. We then conducted an anonymous survey to get students' feedback on the completed work (see Table 1) and asked them to fill it in. We asked them to select one of the answers and to add comments if needed on the right.

Table 1  
*Participant questionnaire*

Participant questionnaire			
Do you think the analysis of media texts is informative?	yes	no	not sure
Do you think the analysis of media texts was useful in terms of its influence on the formation of effective speech strategies?	yes	no	not sure
Do you think linguistic research contributes to the development of a synergetic perception of real life phenomena and processes?	yes	no	not sure

### Theoretical Background of the Study

Cognitive activity is carried out by means of language and is generally implemented when conducting discourse. Discourse means a stream of speech, language in its constant development, reflecting specific features of a historical period and containing a variety of individual and social characteristics of both a communicant and the relevant communicative situation. Discourse reflects a mentality as well as a national, universal, and individual culture (Van Dijk, 2008). Thus, discourse is a 'language of a language,' represented as a special social given. In fact, discourse does not exist in forms of grammar and vocabulary, as a common language does. It exists mainly in texts (speech), containing particular grammar, special vocabulary, rules of word usage, syntax, and semantics. Discourse creates a special world above and beyond personality or social community. Each discourse has its own rules of synonymous substitutions, distinct criteria of truthfulness, and etiquette.

Acts of communication as such are only a part of the discursive activity that is comparable to the formation of texts 'inside the communicants.' Hence, there is a close interaction between cognitive and discursive components. Respectively, an adequate way of learning a language and linguistic phenomena goes solely through the joint analysis of cognition and communication. Cognition is the process of understanding the world, as long as discourse and communication are transferring the results of such cognitive processes or reflection on its nature and content. Both processes involve knowledge, opinions, justification, generalization, objectification of experience, and their reflection on linguistic forms.

Discourse is determined by a pragmatic situation, revealing its coherence and communicative value, specifying its implication, presupposition, and interpretation. Mental processes of communication

parties, ethnographic, psychological, social and cultural rules, and strategies of generating and understanding speech also have an impact on discourse. Cognitive linguistics, based on pragmatic studies, accumulates great potential for the assessment and interpretation of emotions, shown within a particular discourse. Thus, an analysis of any discourse has cognitive elements, allowing us to identify the interaction and a vocabulary that a person uses in their speech, writing, or any other type or form of communication.

Pragmatics and purposes of newspaper texts have an impact on the audience through delivered information by using specially selected communication strategies. Communication strategies are meant to implement an intended paradigm: special patterns that continuously establish a required level of communication. Patterns of verbal behavior as well as personal characteristics of communicators, their ambitions and even appearance, are among the elements of a communication strategy.

There are several identified communication strategies. In this study, we applied the four commonly used metacommunication strategies preserving politeness as a core of communication (Brown & Levinson, 1987): first, bald on-record (be direct); second, positive politeness (be attentive to the opponent); third, negative politeness (make negative statements in a polite manner); fourth, off-record (make statement less clear). We chose the above classification because all the represented strategies aim to cooperate and to make communication effective. The media texts that were chosen for the current empirical study were analyzed in terms of their effectiveness for communication as well as their potential to prevent confrontation while encouraging dialogue. Bald on-record and positive politeness can be called cooperation strategies whereas negative politeness and off record (indirect) represent confrontation strategies. We deliberately did not consider the strategy of direct verbal aggression, as its usage is inappropriate in media discourse. Communication strategies in a given communicative situation can be performed through a verbal strategy (for example, speech tactics), determining a verbal behavior in terms of choosing the optimal ways and means to achieve communicative goals.

The development of cognitive linguistics that relates language processes with mechanisms of cognitive information processing, the application of allegories and special forms of speech, such as metaphors in media texts, garnered specific attention. The allegorical phenomenon of a metaphor is interpreted today as a category, based on the principle of cooperation and the integration of frame structures of two different mental fields with common features, provided one mental field is deemed via another one due to the use of common space (Lakoff & Johnson, 1980). We tend to interpret the potential of allegories as a tool to develop speech

strategies within a specific communication strategy.

## Results

Considering the length of the paper, we will present only the most commonly used concepts and speech strategies identified by participants in the empirical research on the analysis of the media texts. The students spotted the following communication strategies and relevant concepts in the quality press:

### 1. Off-record (indirect) strategy:

In the article “Boris Johnson says Assad must go if Syrians’ suffering is to end” (Wintour, 2016) the representation of cognitive processes is implemented through the distinction between metaphor and metonymy: “We need someone to provide the boots on the ground; and given that we are not going to be providing British ground forces – and the French and the Americans are just as reluctant – we cannot afford to be picky about our allies”, stated Johnson.

Militarized metonymy ‘the boots on the ground,’ being militaristic jargon, has a very specific context, qualifying the Syrian military operation within the concept of a ‘war based on politics.’ The word boots, referring to the cognitive field of ‘military resources,’ marks the culture-bound item a ‘soldier’. Metonymy represents one part of a military uniform, while the metaphor marks the elements of one cognitive field, representing empirical perception, with the units from the other field. Such a discursive construct shows the author’s wish to disassociate himself from the stated problem and negate the opportunity to solve the issues on his own.

The next broadsheet publication, ‘The theater of horror’ (Harari, 2015), sets an example of developing the off-record (indirect) communication strategy via the speech strategy of revelation in terms of the key concepts such as ‘politics as a game,’ ‘politics as a theatre’ and a ‘war based on politics’. As Y. N. Harari (2016) writes:

It is because the Pentagon is a relatively flat and unassuming building, whereas the World Trade Center was a tall, phallic totem whose collapse created an immense audiovisual effect... We intuitively understand that terrorism is theatre, and hence we judge it by its emotional rather than material impact. With hindsight, Osama bin Laden would probably have preferred to launch the plane that hit the Pentagon against a more picturesque target, such as the Statue of Liberty. True, few people would have been killed and no military assets would have been destroyed, but just think what a powerful theatrical gesture it would have been. ...Like terrorists, those combating

terrorism should also think more like theatre producers and less like army generals. Above all, if we want to fight terrorism effectively we must realise that nothing the terrorists do can defeat us. We are the only ones who can defeat ourselves, if we overreact in a misguided way to terrorist provocations.

By deploying lexical items belonging to the same semantic field as the conceptual metaphor – a spectacle, theatre producers, audiovisual effect, theatre, picturesque target, theatrical gesture – and through the metaphorization of processes, the author injects a high level of emotiveness into the text. The vocabulary of the semantic field ‘theatre’ (Terrorists don’t think like army generals; they think like theatre producers) is used to demonstrate the hypocrisy of the terrorists’ position and its rejection by the author.

The negative assessment employed by veiling the concept of a war using the concept of a theatre is a stylistic device, an illustration typical for the quality press vision of the world through the prism of a theatre and a game in general:

This is what makes the theatre of terrorism so successful. Paradoxically, then, the very success of modern states in preventing political violence makes them particularly vulnerable to terrorism. An act of terror that would have gone unnoticed in a medieval kingdom can rattle much stronger modern states to their very core. The citizens, for their part, have become used to zero political violence, so the theatre of terror incites in them visceral fears of anarchy, making them feel as if the social order is about to collapse. (Harari, 2015)

Off-recording is also achieved by using context augmentation of neutral (in terms of assessment) vocabulary and vocabulary with register fluctuations. The game context involves the reader into a dramatized model of conventional reality, engaging the recipient in negative perceptions of the given concepts.

### 2. Bald on-record strategy:

In the article “Bombing Syria is not the whole solution – but it’s a good start” B. Johnson (2015) writes: “ISIS’s territory is a breeding ground of hate, spreading spores of terror over the web to infect the world. ISIS and its death cult stablemates will never be defeated until we get to grips with the concept that this has nothing to do with anything except the fact that we exist. The place is a writhing bag of snakes. But just as no British military action can be a substitute for a political deal, so no British diplomacy can be effective if we are only half engaged.”

This representation of information is based on the system of conceptual metaphors related to the concepts of a ‘war,’ ‘policy’ and ‘terrorism:’ ‘a breeding ground of hate,’ ‘spreading spores of terror,’ ‘ISIS and its death



cult,' 'a writhing bag of snakes,' 'a substitute for a political deal' within the key concept – 'a war based on politics.' A negative assessment of the described event is achieved by using stylistically-reduced vocabulary.

The next section of the article – “This is not a knee-jerk response to the Paris bombings. The proposal is not offered in a spirit of vindictiveness, or neo-con ideology” – is written with the usage of conceptual metaphors and extra expressiveness. Those are the characteristics of the bald on-record strategy. The strategy represents the concept of 'a war based on politics' and is built through the denial to show the mismatch of political declarations with happened events. Using rhetorical questions ('Who are they?' 'Whose boots will be on the ground?' 'How can we be taken seriously if we fail to join a coalition of some of our closest allies?') contributes to the accentuation of the voice of the opposed strategy.

### 3. The negative politeness strategy:

This strategy is clearly demonstrated in the article 'Why you really shouldn't worry about terrorism' (Johnson, 2015) through the stylistic tools of convergence and enhancement of the semantic field of 'a war based on politics,' 'politics as a game' and 'terrorism as a movie' concepts:

I used to think our leaders' reactions to terrorism were a bit like a bad conspiracy movie. You know, those films where they start by penciling in the explosions and the CGI and, half way through, someone says, 'Oh, we better put some plot in here.' So they find the one guy in the room who has read a John Le Carre novel and he crowbars in a narrative which normally goes: bad guys bomb the good guys, then, in the race to stop the next bomb, the good guys lose their souls. <...> But actually, I've come to see that real life is a lot worse. (Johnson, 2015)

Giving emphasis to the lexical items 'a movie' and 'a plot,' the author opposes them to 'a series of exciting events,' underlining that the described events take place in real life, not in a movie, and demonstrating the danger of treating reality as a detached film.

The students came to the conclusion that, in the popular block press, real events are represented through the lens of concepts similar to the concepts that were identifying in the quality press: 'politics is entertainment,' 'terrorism is a disease,' 'terrorism is a theatre,' 'politics is a Hollywood movie,' 'politics as a game'. However, the strategy of negative politeness was the only one spotted among the specified communication strategies. For instance, it is specifically used in the article "Jedis for President! The American public would rather elect Star Wars characters Obi-Wan Kenobi and Yoda than Hillary Clinton or Donald Trump" (Schwab, 2015), as an allusion to the Star Wars movie franchise. The title of the article gives a

negative assessment to the described events, ironically characterizing the inability of the real presidential nominees to resist the fictional characters or real celebrities:

The force is strong with the American public who, in a new poll, said they'd rather elect Star Wars characters Yoda and Obi-Wan Kenobi president than the political party's two current frontrunners... Yoda trumps Republican frontrunner Donald Trump by 18 points, with 42 percent saying they'd support the Jedi in a hypothetical head-to-head matchup, while 24 percent would support Trump, according to an Ipsos Public Affairs poll... Democratic frontrunner Hillary Clinton also gets trounced by the little green guy, with 41 percent of respondents on team Yoda and 25 percent ready for Hillary. (Schwab, 2015)

Yoda (the little green Jedi master) is a phenomenon primarily related to popular culture; his use here to draw a comparison with the real nominees does not contribute to strengthening their status but rather elevates his.

In the article "Radical preacher brainwashed young men to unleash Paris and Brussels terror attacks" (Drake, 2016), beside the concepts 'politics as a game,' 'politics as a theatre,' a radical preacher has been unmasked as the terror puppet master behind the Paris and Brussels atrocities, we also see the conceptual metaphor 'terrorism – theatre'. The negative politeness strategy is confirmed by characterizing a person or group as a 'puppet' whose actions are controlled by another.

The conceptual metaphor 'terrorism – disease' was also quite widespread, as in the plague of international terrorism. The titles in British tabloids illustrate this trend: "Chief medic warns Britain: Obesity is as big a risk as terrorism to health and NHS" (MCDermott, 2015) and "How evil ISIS are like a DISEASE spreading to become a global terror group" (Millar, 2016).

We compiled the results from the surveys and observed that, in response to the first question, the majority of participants (81.5%) concluded that linguistic analysis of media texts plays an important role. The analysis might help to unveil initial purposes of given information, to stimulate reasoning and critical thinking, and to minimize its manipulative approach on the audience. Only 24% of participants admitted that they had difficulties with the linguistic analysis of media texts. 13% were not able to address the first question but agreed that the linguistic analysis enhanced their critical and abstract thinking, teaching them 'not to follow in someone else's footsteps.' 3% of respondents felt the analysis was meaningless and 2.5% declined to address the question.

In answering the second question on the questionnaire, 79.2% of respondents pointed out that

the analysis of media texts helped them to establish effective speech strategies because it enabled them to deconstruct the patterns for how any strategy, when properly utilized, has an effect on society and changes social opinions and perceptions. 68% of students surprisingly noticed that they had a different interpretation of the concepts and the strategies compared with their peers. This conclusion motivated students to think about how information affects both individuals and communities. Something that was perceived as clear, understandable, and beyond doubt became uncertain upon discussing it. One of the students commented, “[...] It’s strange to see how the positive politeness strategy, using ambiguous terms and definitions, are (sic) able to interpret any information in the opposite way. I was thinking previously that only direct aggression may possible (sic) to change someone’s opinion.” Many students (73%) acknowledged that studying the speech strategies and the ways they were used might be helpful in their everyday lives. However, proper understanding of those strategies requires background knowledge about non-linguistic sciences such as psychology, philosophy, history, literature, political sciences, etc. 2.5% of respondents did not answer the second question and 19.3% were not able to answer it clearly.

The final question and additional comments demonstrated that the majority of participants (89%) admitted that synergetic perceptions need to be implemented in order to understand changeability in the scientific paradigm. Otherwise, not all of the students will properly understand the meaning of the synergy. Some students think of synergetic perceptions as an integration of a number of scientific fields. 4.5% did not answer the question and 7% were not sure about how to answer.

## Discussion

The results of the discussion among the participants allowed them to conclude that:

1. The conceptualization processes in language reflects historical and cultural backgrounds. In discourse, conceptualization changes due to individual perceptions for both authors and recipients in addition to their social and situational circumstances. The situational context represents itself as an aim of communicational and discursive strategies. Thus, discourse analysis allows us to understand how both sides interpret information. Precise results of discourse analysis might be achieved through detailing communicative strategies and speech tactics. It is important to realize contextual expectations (age, social status, gender, etc.).
2. Portraying real life in terms of popular TV shows or movies is understandable for contemporary society. However, concepts that are used in the broadsheets and tabloids differ from each other. In other words, if the mass press uses definitions such as ‘politics as a game,’ ‘politics as show business,’ or ‘politics as a farce’ in their common perceptions, the quality press distinguishes this concept more precisely, adding the cognitive associated models of ‘theatre,’ ‘literature,’ ‘history’ and, based on the listed categories, more sophisticated figures of speech. For example, the formulation of the negative image of a terrorist/terrorism, a politic/politics, draws an audience’s attention away from other situations.
3. The most important and commonly used strategic method to form an image of a social issue, its public reflection and interpretation, is the usage of the number of discursive strategies in a single media text. The British broadsheets utilize at least three out of four of the above-mentioned strategies. All this together is supposed to motivate active cognitive activity in order to understand the initial meaning of a message considering the authors opinion and semantic manipulations.
4. In spite of the fact that the analysis of media texts was meant to use the strategy of cooperation, this was finally approached through two speech tactics: (1) the uncertain speech tactic of flattery, irony, and falsehood; (2) the tactic of confrontation of threat, bullying, persecution.
5. A journalist can shape public opinion in a specific targeted direction by following the common characteristics of a person or group within society. Accepting the dominant position de-motivates a recipient from forming their own point of view, based on complex cognitive reasoning.
6. Nonetheless, the final interpretation of any given information depends on the personal characteristics of the recipient, their experiences, and their communicative competence.

## Conclusion

The initial idea of choosing communicative strategies and tactics was determined by the socio-cultural background of each individual, the positioning of their place in a society, their relationships with other individuals, methods for productive communication, and understanding values. In this sense, teaching an HST course which foregrounds the linguistic approach provides an opportunity to help students enhance their critical thinking and epistemological justification of the variety of spheres of their activity. The idea of a

'new human' requires awareness of the way in which an imitation of cognitive ability is inappropriate and prevents real intellectual development in a person. By contrast, obtaining proper knowledge through the synergy of concept and understanding the complexity of human cognition and its potential can widen perspectives for further intellectual progress.

The uniqueness of language grants humans not only a tool that facilitates communication but a tool which also allows collective experiences and knowledge to advance, be accumulated, and transferred across generations thus enabling the constant transformation of social reality. The Cognitive Sciences block helps to understand, explain, and recognize existing patterns and suggest new patterns for the most effective usage of human cognitive potential. All these together move humanity to create and change its own world instead of adapting to it. Humans do not tend to evaluate methods for utilizing cognitive power; they have to recognize, instead, that the world they live in depends on their activities, their approaches, and all possible outcomes, both good and bad. This means that modern science and the scientific mind can influence the future like never before.

Education is one of the most empowering experiences humans can have. When students realize the incredible extent of their cognitive abilities they will recognize their own power and responsibility to solve the key problems facing humanity. This makes exposure to the cognitive sciences, through the medium of HST courses, an integral component of any university curriculum.

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# Exploring Meaning: Verb Semantics and Quality

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This paper examines the syntagmemic structure of verbs and their correlations with their logical-semantic quality drawing on the methods of componential analysis and morphothemic analysis proposed by A.I. Fefilov. The former approach helps us to single out the word standard semes, which are fixed in a language, whereas the latter is particularly useful in studying the nature of word semantics, its structure, and correlation with the concept and category of thought. Our research suggests that the method of morphothemic analysis provides a complex, multifaceted, in-depth analysis of the semantic structure of the verb. One hypothesis raised by the study is that the verb reveals the processual peculiarities of the quality. The logical-semantic quality is fixed in verb semantics in terms of its propositional relations, which are implicit in a verb. The results show that the quality represented by a verb is concomitant as it goes together with relationality, the main component of a verb syntagmeme. Our research studied the effect of the verbal part of speech categorization on the manifestation of quality in a language. The work provides new insights into the semantic structure of language units, exploring for the first time the logical and semantic qualities of verbs, which were subjected to a systematic morphothematic analysis. A further study could address the comparative investigation of the category of quality in different languages in terms of its translation. Additionally, this would enable an identification of the main trends of representing quality with the help of a verb in different languages and would distinguish a new unconventional syntagmeme that changes and modifies the category of quality in speech and consequently find out the ways in which a language determines categories of thought.

*Keywords:* semantics, verb, syntagmeme, morphothematic, thinking, concept, and implicit semantic component

Quality is a logical category that pervades all spheres of our life. Life would be grey and boring if there were not quality in it. We suggest that quality is expressed, fixed, manifested, represented on a lot of language levels and inter-levels as well. We attempt to show that even a verb whose nature is not to represent the logical-semantic quality in its pure form includes a qualitative component in its syntagmemic structure.

We distinguish two basic approaches within structural semantics currently adopts in research into verbal semantics in different languages.<sup>1</sup> One is the approach of linguistic fields and the other is the componential analysis of word semantics. Each approach makes an important contribution to the study of quality in language and the identification of its place in the semantic system. First, the componential approach aims at exploring each seme in the semantic structure (Spiewok, 1980; Schippan, 1980; Givon,

1970; Schippitsina, 1972). Second, the theory of semantic fields focuses on the correlation of one semantic category with different means of its formal manifestation on various language levels (Geeraerts, 2013; Trier, 1931; Weinreich, 1966; Porzig, 1967; Bondarko, 1991), which allows us to turn to inter-categoric relationships in language and thinking.

However, the theory of semantic fields and componential analysis encounter various problems. We agree with Verschueren (1981), who points out the difficulties faced by componential analysis. Firstly, it is unclear which pole of the binary contrast should be taken as the descriptive point. Secondly, “the alleged atomicity” of certain semantic features is itself a point of dispute. Thirdly, Verschueren raises the question of how detailed the analysis should be in terms of semantic features. Fourthly, he points out “the dubitable existence of a universal set of semantic features belonging to some universal mental language” Verschueren, Jef, (1981, p. 150). This set of semantic

<sup>1</sup> This paper uses the term “verbal”, denoting “verbs and verb-like expressions” suggested by Verschueren (1981).

features could be random, as many scholars have suggested. Moreover, the structural theory of lexical fields attempted to solve the problem of the semantic relationship between lexical items (Vassilyev, 1974; Coseriu & Geckeler, 1974; Lehrer, 1974; Lounsbury, 1964; Goodenough, 1965), but there is still some uncertainty about the way in which conceptual fields can be lexicalised. It is still unclear how to define the boundaries of word meaning (Verschueren, 1981).

The logical and semantic qualities do not always match with the lexical and syntactic qualities, which disagree with both componential and semantic field approaches. Although the theory of semantic fields reveals the possibility of expressing quality by linguistic means, it does not fix the ways quality is manifested through different language forms and their usage in various speech acts. The field and componential approaches could thus be considered one-sided, as they do not examine the interdependence of logical and semantic categories. We suggest, instead, using a method that will let us explore word semantics in terms of the correlation between language units and their conceptual representations. We address this issue through the analysis, which gives us a formal-semantic unity similar to its semiotic character. This unity could be taken as an ideal instrument for a complex, multi-faceted, synthetical, and multi-level analysis. Our findings lead us to conclude that the morphothematic analysis advanced by Fefilov (1997) meets these requirements.

## Materials and Methods

### Literature Review

In the present study we investigate the correlation of quality with other logical and semantic categories on a language and speech level, and then define the place of a complementary quality of a verb. The present work also describes the syntagmatic verb structure, which includes complementary quality. We explore the ways verb quality is manifested in language, by establishing morphothematic classes, where quality is expressed with varying intensity and on different language levels. This study provides new insights into the semantic structure of verbs by analysing, for the first time, verbs with logical and semantic qualities.

A substantial body of literature was reviewed in order to understand how the semantic structure of a verb has been explored with regard to the logical-linguistic category of quality in the English languages. A popular method to study verb semantics is the functional-semantic field approach. Bondarko (1991) emphasises the diversity of the verb's structural types. "The system of language means is seen through the semantic principle of their grouping. It is the objective

foundation of the grouping of language means employed in speech. The description goes not only from form to meaning (from means to function), but also from meaning to form (from functions to means)" (Bondarko, 1991, p. 2). Functional grammar integrates language means of different levels within functional units. Various language units (morphological, syntactical, word-formation, lexical, etc.) expressing one function are considered in this approach (see more Zvegincev, 1977). Collectively, these studies outline a critical role for exploring language units on various levels, referring to their similar function and interconnection with other units from different lexical-semantic fields. For the purpose of our comparative investigation, we suggest that units should be considered not only from various levels but also in-between these levels since different languages have different grammaticality and lexicalisation of concepts. We assume that the concept is affected not only by extra-linguistic factors but also by the semantics of the form, which influence the logical-semantic concept.

A large and growing body of literature has investigated the semantic structure of a verb in terms of its syntactic function/behaviour and the number of arguments it can represent. For example, Levin (1993) classifies over 3,000 English verbs with respect to a wide range of syntactic alternations that reflect verb meaning: first, the alternate ways in which verbs can express their arguments are shown; second, the verbs which share a kernel meaning and syntactic behaviour are classified. Furthermore, Levin and Hovav (2010) divide verbs into action verbs and state verbs, with the latter split into manner verbs and result verbs. In Doering and Malcolm (2015), the authors rely on Levin's verb classifications and, for each verb, provide the possible argument structure and a logical representation of their semantics. This work also presents the ontology of different types of verbs denoting changes of state. The authors use both linguistic and visual features to predict the changes of state by denoting a verb to help a computer to understand a human's instruction in the kitchen domain. Overall, there seems to be some evidence to indicate that syntax (argument structure) helps to categorise verbs into classes of verbs with semantic similarities. The above-mentioned works aimed at discovering how verbal meanings could be presented through the system of grammatical categories (see more Mustafina et al., 2015; Holmes, 1990, 1999; Kratzer, 2002). Taken together, these studies provide important insights into the correlation of grammar and lexical semantics.

Apart from these studies, no works have been found that explore quality in a verb's semantic structure; moreover, none has studied the quality that a verb expresses implicitly, which is intertwined with other

semantic components in the semantic structure of a verb as an implicit semantic component. Since the verb is thought to have a very complex, dynamic structure (Kratzer, 2002; Levin, 1993), it is important to single out all the elements that the verb can manifest, represent, and express. It is interesting to uncover the nature of a qualitative component in the semantic structure of a verb, its representative capacity, connection with other logical-semantic categories within a verb structure, and how it might change while referring to the logical quality (concept of quality).

## Methodology

### 1. Basic Terms of the Morphothematic Analysis

In this section we will outline some basic terms, principles of the methodology, and present some analysis of the semantic structure of a word. This research employs the method of componential analysis and morphothemic analysis, suggested by A. I. Fefilov (1997). The former approach helps us to single out the word standard semes, which are fixed in a language, whereas the latter is particularly useful in studying the nature of word semantics, its structure, and correlation with the concept, category of thought. This mixed approach provides insight into the correlation of quality with other logical semantic categories on different levels, enabling us to define the status of quality and describe its position in the syntagmemic structure of a verb. We suggest that the method of morphothemic analysis is well-suited as it gives a complex, multifaceted, in-depth analysis of the semantic structure of the verb.

According to this approach, the concept receives a language status on different levels of language representation (Fefilov, 2002, p. 13). On the semantic level, the concept acquires semantic properties (components) in a language, thus syntagmeme is formed. The thought/idea is fixed in a semantic structure of a word. On a formatting level, the level of exteriorization, the semantic components are fixed on different levels of language forms. The exteriorization process is “the movement of a thought along the formal language surface and at the same time it gets a semantic brightening” (translated from A. I. Fefilov, 2002, p. 12). This methodology introduces an operational unit or the ideal model for linguistic analysis. It is a morphotheme, an acoustic syntagmemic unity (morph is a form, theme is the semantic base) (Fefilov, 1997, p. 4). The morphothematic analysis is the description of the result of the implementation of the conceptually conscious structure and content in a language, namely: (1) manifestation of the structuralised semantic processes of the concept in a language in a form of *asyntagmeme*; (2) systematization of the ways of formatting the syntagmemic properties and their types of correlation.

While a variety of definitions of the key terms, such as the units of the lexical semantics and concepts, have been suggested (Geeraerts, 2013; Closs Traugot & Dasher, 2004), this paper follows the suggestions of Fefilov (1997) who identified them as the following. The units of lexical semantics are logical-semantic categories (similar to logical categories which are fixed in a language); structural properties that fix the place of concepts or conceptual elements in the structure; modified functional properties that reflect the types of logical and thinking categories and their correlation; content properties that present the informative volume of implemented- in-language concepts. The above-mentioned properties are united on different semantic levels, which are organized in a linear syntagmeme. Prior to Fefilov, the term ‘*syntagmeme*’ had been used by Longacre (1960, 1964, 1965a) to refer to a grammatical unit of tagmemic theory. However, Professor Fefilov attaches a different meaning to this notion, making it is necessary to clarify here exactly what we intend by this term. According to Fefilov, a *syntagmeme* is a set of conceptual elements fixed in a language. The concept acquires the status of semantic properties on the first level of language implementation. It results in the formation of a *syntagmeme*, which is a set of semantic characteristics of a word organized linearly. Thus, thought is fixed in language in a static semantic structure, or “folded, contracted proposition chain” (Fefilov, 1997). It is further necessary to clarify that we understand ‘*concept*’ as the information about possible denotations, their place in the system of realities, their value in the universe which the sign renders (Schreider, 1974, p.10).

### 2. Semantization as the First Step of Morphothematic Analysis

According to morphothematic analysis, we distinguish two levels: in-language-implementation and in-speech representation. This paper deals with the former level where we single out two stages: semantization and formatting. On the semantic level, the concept acquires semantic properties (components) in a language, thus *syntagmeme* is formed. The thought/idea is fixed in a semantic structure of a word.

To illustrate this first step of the morphothematic analysis, semantization, which is the focus of the present paper, we are going to study the syntagmemic structure of some units which contain a qualitative component in its structure. As we have mentioned above, every syntagmemic component goes through four stages of semantization of the concepts. They are as follows:

1. Structural, or positional;
2. Logical categorical;
3. Modifying or/and functional

4. Informative.

For example, the syntagmeme of the word “illness” is

- I. A state, which
- II. Characterizes
- III. Somebody
- IV. Having certain properties.

The syntagmeme includes such components as Quality 1 + Possessivity + Substantiality + Quality 2. Here Quality 1 is the nuclear component that has the highest prominence and the initial position, then Possessivity takes an intermediate position, Substantiality has an adjacent one and Quality 1 occupies an arresting position. Also each component is modified. Quality 1, 2 is an absolute quality, physical state. Substantiality is an animated subject. Possessivity is a modified property of the relationality. Each syntagmemic component has its own informative volume (content).

- I. Physical state, mood,
- II. Having certain characteristic features, peculiarities;
- III. Some person, creature;
- IV. Unhealthy, susceptible to disease.

We can present the syntagmeme in the following table.

The morphothematic analysis shows us that there is no “pure’ qualitative syntagmeme. Quality is actively involved in other syntagmemes. It is mainly concomitant.

Compare these units:

- 1. illness of a man;
- 2. ill person;
- 3. the person has a disease;
- 4. the person is ill.

The logic-semantic quality is presented here in different ways.

In (2) the syntagmeme includes the following categories Sub (“Somebody”) + Rel\_Exist. In (1) the syntagmeme is fixed with such categories Quality 1 + Quality 2 + Rel\_Poss + Sub I. “some II state” III

Table 1

*The syntagmeme of the word “illness”*

	I		I		III		IV
	State that		characterizes		somebody		as having certain properties
1	Structural, or positional	+	1 Structural, or positional	+	1 Structural, or positional	+	1 Structural, or positional
	initial		Intermediate		adjacent		arresting.
2	Logical semantic category	+	2 Logical semantic category	+	2 Logical semantic category	+	2 Logical semantic category
	Quality 1		Relationality		Substantiality		Quality 1
3	modifying/functional	+	3 modifying/functional	+	3 modifying/functional	+	3 modifying/functional.
	Absolute quality		characteristic.		animated		Physical state.
4	Physical state, mood,	+	4 Having certain characteristic features, peculiarities;	+	4 Some person, creature	+	4 Unhealthy, susceptible to disease

“is characteristic of” IV “somebody”. The qualitative property is the most prominent. The (1) unit manifests the quality of substantiality. Sub\_Sub (“someone”) + Exist. (“is”) + Qual.1 (“in some”) + Qual.2 (“state”), where Quality 1 is constant, whereas Quality 2 is temporary, cf. a healthy person. This unit manifests substantiality with a qualitative component.

In (3) the syntagmeme manifests Sub. (“somebody”) + Exist. (“is”) + Qual.1 (“in some”) + Qual.2 (“state”) + Temp. (“for some period”, “sometimes”, “occasionally”). Here part of speech categorization does not primarily correlate with actionality but with temporality. The syntagmeme is qualitative-temporal.

In (4) the syntagmemepresents Sub. (“somebody”) + Exist. (“is”) + Qual.1 (“in some”) + Qual.2 (“state”) + Temp. (“at this moment”). The difference between (3) and (4) is that part of the speech categorization (verb categorization) makes the qualitative component more dynamic.

**3. Formatting as the Second Stage of Morphothematic Analysis.**

In terms of the morphothematic methodology, the syntagmeme is fixed in a sound image, which consists of different formats, or forms on the **formatting** level of the manifestation of a concept into a language. As the result, a two-facet unit is formed. Formatting goes in two ways: lexicalization (nominalization and word-formation) and grammaticalization (morphological and syntactic processes) (Fefilov, 1997, p. 57). The following levels are singled out on the formatting stage.

- 1. Categorical-semantic level (CSP), the basic one. The syntagmeme, which acquires the main “thematic” position and semantic priority, acquires a certain form.
- 2. Nomination-semantic property, secondary or background level of the formatting process.



One of the adjacent, arresting and intermediate properties becomes prominent on this level, which acquires a name form, as a rule, root format. And the formatted syntagmeme motivating the word, becomes its “inner form” (Humboldt, 1984, p. 100)

3. Determinative-semantic property, level of a secondary or adjacent nomination. The syntagmeme is fixed in a separate word-format, which is used with the main basic nominative unit distantly as its attribute, adverbial modifier or object.
4. Associative-semantic property, the syntagmeme is not fixed in a special format, but is associated with the name itself. The syntagmeme is implied. In this paper ‘implicitness’ refers to all cases when meaning is not revealed through the language forms.

To illustrate the above mentioned formatting levels we suggest continuing the morphothematic analysis of the word “illness”. The initial qualitative property is the most semantically prominent and gets the status of a categorical-semantic property (CSP), and the arresting component Quality 2 (certain quality, the informative content), coinciding with the format of the word *-ill-* and becoming its motivation, gets the status of a nomination-semantic property (NSP). So its morphotheme is CSP\_Quality + NSP\_Quality. In contrast the morphotyeme of the word “decorate” is CSP\_Actioning + NSP\_Quality\_Object + ASP\_Sub\_Obj and the morphotheme of “put Christmas tree decoration on a Christmas tree” is CSP\_Actioning + ASP\_Sub\_Obj + ASP\_Location.

We have analyzed 1500 Russian verbs and 1300 Russian verbs selected from dictionaries. Besides that we examined 1600 Russian pieces of literary texts and their translations into English by native speakers, as well as 1200 pieces of literary texts in English and their translations into Russian by Russian speakers. All the material was selected through a continuous sampling method.

## Results and Discussion

This section is divided into subsections where we will attempt to answer the research questions stated in the Introduction. First we will deal with the semantic structure of a verb with a qualitative component in terms of the morphothematic analysis and classify verb syntagmemes. Then we will explore the formatting level of semantisation of quality in a language and will look into the verbal part of speech categorization and its impact on quality in a language. And finally, we will examine the influence of language peculiarities on quality in English.

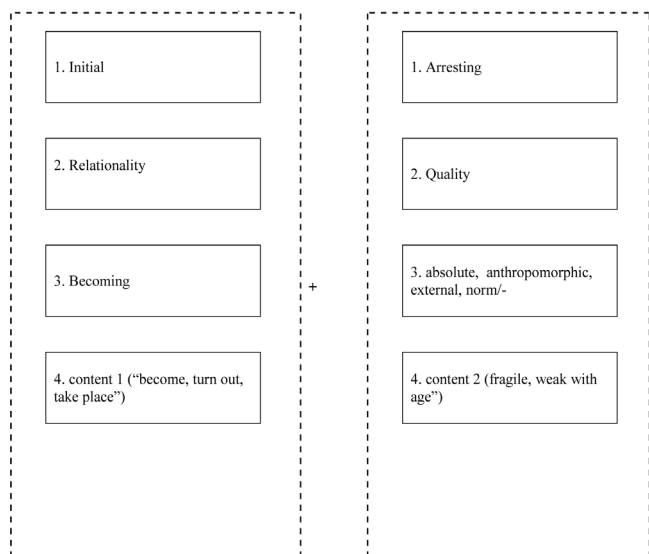
### 1. Syntagmemic Structure of a Verb

The first set of questions is aimed at studying the syntagmemic structure of a verb with a qualitative component. In terms of morphothematic analysis the semantic structure of a verb is the following:

Semantics of the form
The syntagmeme
The informative content

Semantics of the form includes morphological, grammatical, word-formation intra-linguistic properties (meaning of affixes) which determine the word semantics; the syntagmeme is a sum of in-depth logical-semantic categories, which have a linear presentation and are organized paradigmatically; informative content is a sum of properties which fix the content of the implemented-in-a-language categories. We will illustrate the semantic structure of a verb by analysing the English word “aging”. One of the components of the syntagmeme “become old” (Rel\_Becomming + Quality (Sub\_Sub) becomes explicit as a nominative-motivating-semantic property (NSP) through the root “age”; the syntageme gets a verbal part-of-speech categorization, implementing a dynamic property in the language. Syntagmemes are fixed paradigmatically, getting four-dimensional interdependence, namely, in terms of their (1) position (prominence), (2) logical category, (3) modification (function) and (4) content. We illustrate this schematically in Table 2.

Table 2  
*The syntagmemic structure of the verb “to age” in terms of morphothematic analysis*



Numerous examples illustrate that the verb implements the logical-semantic category of relationality, whose types are the following:

1. actioning (process, action, influence);
2. transportation (movement, shifting, transformation);
3. location (relation to a place, location);
4. possessing (relation to possession, owning);
5. locution (speaking);
6. becoming;
7. existentiality (existence);
8. exhibitionality (manifestation, exhibition, exercise, this term was introduced by us from the English word “exhibit” – show a particular feeling, quality).

The research distinguishes the following classes of verb syntagmemes with a qualitative component due to the type of the relator, which is manifested in English by means of the syntagmeme:

(1) qualitative-actioning class that characterises the action, for example, (a) roar, burst into laughter and others (b) sing loudly, drink hurriedly, answer slowly etc. (c) clatter, brawl, riot, etc.

(2) actioning-factual-qualitative class, whose syntagmeme is “to add an object some quality”, for example, to clean, paint), paint white, boil, make warm etc.

(3) existential-qualitative class, whose syntagmeme is “to be in some state”, for example, be horrified, be afraid, be worried, etc.

(4) transportation-qualitative class, whose syntagmeme is “to make movement in a certain way”, for example, to limp, spread, toddle.

(5) transportation – location – qualitative class, for example, lash – “move around a place being worried”, trudge, fuss, etc.

(6) existential-qualitative class “be in some state”, for example, be patient, be tolerant, be stubborn etc.

(7) location-qualitative class “be located/situated in a certain way”, where location is a relationality, relation of concepts in space, for example, hang around, lie about etc.

(8) becoming-qualitative class, which presents the syntagmeme “formation of a certain quality”, for example, blush, grow white, wane etc.

(9) locution-qualitative class, whose syntagmeme is “to do speaking in a certain way”, for example, whisper = “speak in a whisper”, grumble = “speak in a querulous way”, mumble= “do speaking indistinctly etc.

(10) exhibiting–qualitative class, “demonstrate/give some quality”, for example, shine – “give light”, similar words are glitter, sparkle, love, respect, value, adore, etc.

It can be seen from the above verb classes that the nature of the verb does not aim at representing the logical-semantic quality in its pure form. It takes the final or adjacent position in a word syntagmeme. The verb reveals processual peculiarities of the quality.

The logical-semantic quality is fixed in verb semantics in terms of its propositional relations, which are implicit in a verb. The quality represented by a verb is concomitant as it goes together with the relationality, the main component of a verb syntagmeme.

## 2. Formatting Stage of Semantization

The second set of questions concentrates on the formatting level of semantization of quality. The part-of-speech criterion of the verb is “grammatical action”. It is so-called formal meaning, which characterizes a verb as part of speech. The part-of-speech action correlates with categorical-semantic relation of the subject to the action, directed onto the object or itself (compare “to wash oneself”, “to cut something”), process (is working), quality (“to straighten”) etc. The part-of-speech actioning unifies different logical-semantic properties (Fefilov, 1977, p. 77). This can be illustrated briefly by our analysis of some verbs showing how the syntagmeme of the verb is transformed into a morphotheme, which is a formal and semantic semiotic model of a language unit. We will put the metalanguage in inverted commas; the → shows the transition of the syntagmeme into the morphotheme:

- “sadden” – “to feel/have a certain state of sadness” – Rel\_ Exhibit. + Quality 1 + Quality 2 → CSP\_Possession +NSP Quality 2;
- “sob” – “to shed tears producing much noise” - Rel\_Act. + Sub\_Factual + Quality\_Act. → CSP\_Act +ASP\_Quality\_Actioning+ASP\_Sub;
- to freeze – “become motionless” - Rel\_Becoming +Quality → KSP\_Becoming +NSP\_Quality;
- to redden – “to become red” – Rel\_Becoming + Quality → CSP\_Becoming+NSP\_Quality;
- to polish – “to make the surface smooth” – Rel\_Actioning + Sub\_Obj + Quality\_Result → CSP\_Actioning +DSP\_Quality (ASP\_Sub + DSP\_Quality);
- to cure – “to make a person healthy” – Rel\_Act+Sub\_Obj+Quality\_Result → CSP\_Act+ASP\_Sub\_Obj + ASP\_Quality.

As can be seen from the examples above, the verb morphotheme can be explicated in a language on the formatting level as:

1. An associative-semantic property, which does not have a definitive form on the nomination level, but is fixed in a word implicitly. Here is one more example: “whip” = to do an action with a flexible instrument; to do a destructive action that results in small parts. Moreover, a verb can include quality potentially as, for example, verbs of saying *tell, speak, pronounce, utter* etc. The ASP can have different degrees of certainty in a syntagmeme; for example, in the verb “mutter” the degree of expressing quality

of speaking is higher than in “pronounce”, “speak”, “tell”. Here the logical- semantic property of quality can be easily predicted, is more certain (“to mutter” - to speak in an unclear way).

2. A nomination-semantic property, which becomes explicit with a certain language form (roots, suffixes, prefixes, postpositives), for example, CSP Rel\_Locution + NSP\_Quality (whisper, cry, scream, overwork). English verbs that represent a qualitative characteristic of a person’s state are formed from qualitative nouns and adjectives by means of suffixes and conversion, for example, brighten, frighten, hearten, horrify, glorify, encourage, enjoy, idolize, overshadow, anger, chuckle, comfort, disgrace, disgust, delight, distress, fame, insult, honour, love, nerve, etc. Word-formation forms in verb-derivatives are the prefixes dis-, en-, in-, re- and the postpositives out, over, up and others. The latter, changing the verb meaning, add the seme of cause into the syntagmeme, for example, *break out*, *cheer up*, *hearten up*, *gloat over*, *put out*, *work up*, etc. Thus the word-formation analysis shows that the semantic capacity of words is determined not only by the concept, but also by the language factors as well.
3. Quality can be manifested in a separate lexeme as a determinative-semantic property (DSP), for example speak in a whisper, loudly, quietly, proudly. Here the syntagmeme is CSP Rel\_Locution ++DSP\_Quality. The symbol “++” shows that the syntagmeme is fixed in a separate word-format, which is used with the main basic nominative unit. Quality here is manifested in the language through an adverb part-of-speech categorization. We consider an adverb as a semantic element of a verb that acquires a formal manifestation.

The work suggests that the nature of a language, namely, the analytical one of English, determines a unique character of quality. English often represents quality discretely, by means of a nominal phrase. From our analysis of a large number of examples, we have found that discrete manifestation of quality in English renders a greater volume of the meaning in two steps by sharing the meaning between two words. Secondly, the nominal element acquires some features that contrast it with a verb in both stylistic and semantic ways. Thirdly, the analytical way of presenting quality expresses the situation in more detail; priority is given to a qualitative component in the syntagmemic structure of a word, therefore, such logical-semantic categories as actioning, becoming, possessing, existentiality and exhibitionality are explicit and the

situation is presented in a more stereotypical way. Finally, the analytical structure of English results in a wide usage of structures expressing existentiality which are presented with the verb “to be” on the formatting language level; for example, *find satisfaction*, *have admiration*, *grow tired*, *be persistent*, *be timid*, *grow old*, *feel warm*, *grow to rankness*.

It should be noted that the verbal part of speech categorization might affect manifestation of quality in a language. We have found that the mood, as one of the verbal grammar categories, does not affect the language representation of the quality. As for tense forms, we have observed that the quality influences the actualization of the meanings of some tense forms. The state in its nature can be non-localized or widely localized through time. The passive voice gives great prominence to a qualitative component: the second element of the construction, Participle II, presents the quality as the state or as the result of the action. The boundedness represents a static manifestation of the quality, while atelicity represents a dynamic one. The aspect is the interdependence of the semantic components of location, time, relation, where relation refers to both location and time. Overall, the examples analysed in this work demonstrate that the sentences in which time and location are most important represent the quality, but this remains in the background of the above-mentioned linguistic components and, therefore, is not vividly manifested.

## Conclusion

This investigation is aimed at studying the correlation between linguistic units and categories of thought while implementing the logical-semantic category of quality, which is explicated on the level of part of speech categorisation as a verb. We focus primarily on in-language-implementation of logical categories. We single out two stages: semantization and formatting. On the semantic level, the concept gets semantic properties (components) in a language, thus syntagmeme is formed. The thought/idea is fixed in a semantic structure of a word. On a formatting level, the level of exteriorization, the semantic components are implemented on different levels of language forms. Considering these levels, we have first described the syntagmemic structure of language units that included complementary quality, and then explored the modes of its language manifestation by establishing morphothematic classes where it was expressed with different intensity and on different language levels.

The research has further shown that the discrete (analytical) way of presenting quality renders a greater

volume of the meaning, in two steps, with the meaning shared between two words. The nominal element acquires some features that contrast it with a verb in both stylistic and semantic ways. Specifically, a priority is given to a qualitative component in the syntagmatic structure of a word: such logical-semantic categories as actioning, becoming, possessing, existentiality and exhibitionality are explicit and the situation is presented in a more stereotypical way. Finally, the analytical structure of English results in a wide usage of structures expressing existentiality which are presented with the verb “to be” on the formatting language level.

Returning to the issues posed at the beginning of this study, it is now possible to state that the morphothematic analysis examines linguistic phenomena as complex, many-sided, synthetic, and different-level units. The semantic structure of a verb is the integration of the semantics of the form, which includes morphological, grammatical, word-formation intra-linguistic properties, and the syntagmeme, which is a sum of in-depth logical-semantic categories and informative content. We propose that by considering all these levels, we can study logical and semantic categories (not only quality, but also categories of location, actioning, quantity, substantiality, and others) that do not always match with the lexical and syntactic ones, and find ways of manifesting these categories by means of different language forms and their usages in various speech implementations.

The findings of this study have a number of important implications for future practice and theory. The work provides new insights into the semantic structure of a language unit and explores, for the first time, the verbs with logical and semantic qualities, which are subjected to a systematic morphothematic analysis. A further study could address the comparative investigation of the category of quality in different languages in terms of its translation and suggest ways or make recommendations for translators to provide a translation or interpretation that is more or less close to the original meaning. Additionally, on the level of speech representation, we can identify the main trends of representing quality with the help of a verb in different languages and distinguish a new unconventional syntagmeme, which changes and modifies the category of quality in speech; consequently, the way that a language determines categories of thought could be better understood.

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# Resiliency in Education: The Case of Foreign Language Teachers

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The article covers the basics of resilience and the factors promoting sustainability within the field of education. With escalating demands on teachers in terms of increasing social pressures and expectations regarding quality of pedagogical provision, 'resilience' is a topical area of research. The main objectives of the study include ascertaining how prone to professional stress are educators compared to other professionals, pointing out the areas where the major mismatches lie, and revealing the factors influencing professional adjustment in the sphere of foreign language teaching. The correlation and interdependence of resilience, emotional intelligence, social support and other individual factors have been studied using a valid sample of specialists in language teaching: resilience was considered one of the central, individual protective factors, as well as a serious prerequisite for a successful and fulfilling life. The sample of the study comprised three groups: first, senior students (future teachers); second, university academics (senior professors) and thirdly, university junior specialists. To analyze the results, statistical and correlation methods were used: different types of interdependence were indicated through regression analysis, the Kruskal-Wallis test, violin plot, and others.

*Keywords:* resiliency/resilience, foreign language teaching, university academics, teacher stress, social support for teachers, individual flexibility

In the context of current changes affecting our lives at all levels, the nature of work is also changing in response to these social processes. Changes that include the permanent process of reforming the education system in Russia and poor facilities for professional development, contribute largely to an increase in pressure, having a disruptive effect on professionals' performance and emotional wellbeing. In such a changing context, the success of individuals may reside not only in their professional skills, but also in their abilities to cope with new rhythms, tensions and pressures at work, to adapt to the new conditions, and work in the atmosphere of trust, cooperation, and support. Jobs in different spheres are being redesigned, and the skills people need today are different from the skills needed in the past. Teachers' work has not escaped the need for change.

The current status of teaching can be characterized by several negative conditions. These are: first, the prevalence and influence of stress; second, the declining morale of teachers; third, the number of teachers leaving or intending to leave the profession. Each of these conditions provides insights into what is happening in teaching today, especially in Russia. Teachers find themselves under increasing pressure: there are greater demands, more complex responsibilities, and an expanding

knowledge base that is continually being upgraded. The problem is not unique to the USA, where the majority of studies on professional stress have been conducted over recent decades. The Canadian higher education sector has also undergone numerous changes: increased student enrolment, massive cuts in human resources, constant restructuring, etc. Overall professional stress levels of academic staff are very high, with a majority of respondents reporting a high level of agreement with 7 out of 10 measures used to assess stress (Lowe, 2003, pp. 10-11). Not less than half of tested university academics in Russia claimed that they suffered from emotional exhaustion, about 68% of school teachers noted the existence of emotional exhaustion and depersonalisation (Valieva, Potapova, 2008). Statistical data indicate that teachers abandon the profession in increasing numbers and are three times more likely to quit jobs than similarly trained professionals (Maslach, Schaufeli, & Leiter, 2001).

A great proportion of the stress and pressure experienced by teachers comes from the ongoing reforms in the system of education, which seem to focus more on the "technical" issues such as curriculum, while neglecting the central role of a teacher in the educational process. Kyriacou (2001) pointed out the major sources of stress for teachers: undisciplined behaviour of pupils;

poor career opportunities; low income and shortage of teaching equipment, poor facilities and large classes; time pressures and short deadlines; low societal recognition of profession; conflicts with colleagues and supervisors; rapid changes in curricular demands and adaptation of scholastic programs to changes in a rapidly changing society (Kyriacou, 2001). Rapid social changes have also led to new and varied expectations of professionals in teaching, often accompanied by a sense of role ambiguity. The net effect of this situation is decreased by personal accomplishment and professional satisfaction, the absence of which inevitably leads to personal exhaustion and dropout (Papastyliaou, Kaila, & Polychronopoulos, 2009). Furthermore, teachers as well as other participants in the educational process lose their capacity to withstand problems and challenges, to stay resistant in the face of unexpected complexities. Faced with challenging classroom conditions, teachers might respond with hostility and enact punitive measures and reactions that may disrupt students' motivation and contribute to a self-sustaining cycle of classroom disruption. High levels of distress may lead to teacher burnout (Tsouloupas, Carson, Matthews, Grawitch, & Barber, 2010) and deteriorating teacher performance and student behaviour and achievement (Osher et al., 2007).

Teachers enter the profession with high expectations, a vision of the future, and a mission to educate the young. The great promise of teaching, the reward of personal satisfaction and sense of accomplishment are increasingly unfulfilled. "Certain aspects may be considered warning signs. Educators are not free from problem issues and tensions. There is clear indication of a possible progression toward feelings of stress and to burnout syndrome" (Aris, 2009, p. 841). The demands, pressures, and conditions they work under can stifle this zeal and present obstacles to achieving their mission. Growing disillusionment in teaching and the underlying lack of support and recognition for the contributions teachers make to society have become a distinctive feature of the profession. Moreover, "teachers who report high levels of burnout are at increased risk of physical and mental illness, resulting in higher levels of absenteeism, reduced quality of performance, and frequent irritable mood" (Jennings, Frank, Snowberg, Coccia, & Greenberg, 2013, p. 376).

Special emphasis should be given to foreign language teaching as one of the more emotionally exhausting realms in the education sphere. In the domain of EFL teachers, burnout, as a consequence of the professional stress, has been a highly debated issue over recent years. "L2 scholars and educationalists contended that EFL teachers are even more susceptible to the syndrome in comparison with other educator groups given that they have to cope with the potential challenges of cultural and emotional barriers linked to language education" (Ghanizadeh & Jahedizadeh, 2016, p. 3). Garcia, Munoz, and Ortiz (2005) carried out a study to find the association of contextual and personality variables, and explore the most effective

ones in language teacher burnout (Garcia, Munoz, & Ortiz, 2005). Applied studies conducted in different countries revealed specific correlations between burnout constructs and personality characteristics. Thus, Turkish scientists found out that the language teachers with high levels of neuroticism and introversion experienced burnout more often than others (Unaldi et al., 2013).

Notably, the pressures of the profession manifest themselves very early. They are strikingly evident even in the teacher-training process, well before students become teachers in their own classrooms. There is evidence of perceived levels of exhaustion by student teachers (Gold, 1987), and even by students while still enrolled in the professional methods courses. Trainee-teachers may anticipate the pressures of their future profession, and they already increasingly experience perceived levels of burnout early in the teacher training process (Gold & Roth, 1993). Poorly evolved resiliency is a problem that must be addressed for both current and future needs to help those already engaged in profession as well as student-teachers. The incipient feelings of isolation and depersonalization will continue to accelerate unless some type of preventive or interventive strategies are developed and cultivated.

In the view of many professional observers and researchers, the problem has reached a critical level and demands a response. Resiliency predictors have been discussed at different international scientific congresses and forums: the 4th Conference on Community Resiliency 2013, Davos, Switzerland; Pathways to Resilience II: The Social Ecology of Resilience, 2010, Halifax, Canada; Pathways to Resilience III, 2015, Halifax, Canada, and has maintained a consistent focus on factors that are the prime correlates of this phenomenon. Among the main resiliency supportive factors, individual and organisational aspects are mentioned, as well as transforming and coping strategies. Thus, the topicality of the research is defined as peculiarities of resiliency, its constituents and sustaining in educational field, with attention paid to foreign language teachers, as being more susceptible to professional stress and burnout (Garcia, Munoz, & Ortiz, 2005; Valieva, Potapova, 2008).

## Materials and Methods

### The Resiliency Phenomenon

Over the last two decades, terms connected with personality characteristics emerged within the stress-coping paradigm – *resilience or resiliency*. Resilience is a term found in so many fields today that a single definition would be almost impossible. In business literature, resilience is often referred to as "hardness" or adaptability; in programs for youth, the discussion centers on risk and protective factors; in the social studies, the representation is about strength-based development. Resiliency may be defined as the power or ability to recover readily from

depression, adversity, or the like to the original form or elasticity: <http://www.dictionary.com/browse/resiliency>.

Resilience is a process of adapting well in the face of threats or even significant sources of stress (Masten, Cutuli, Herbers, & Reed, 2009). Likewise, scientists define this concept as an individual's capacity to withstand stressors and not manifest dysfunction, such as persistent negative mood (Neill, 2011), which is the mainstream psychological view of resilience. A resilient person can redirect unfavorable changes and conflicts from destructive areas and even use them for personal benefit. Resilient people are able to fight the influence of stressors at home, work, and sustain their strength even in an extremely dangerous situation. By contrast, a person with low characteristics of resilience is vulnerable in stressful situations.

Resilience is a complex construct consisting of many constituents. In our research, we use our conceptually authorized theory, which includes emotional, social and cognitive flexibility, as well as contextual aspects of personality identification that starts with the societal level up to the individual (Valieva, 2015).

Among many factors influencing the successful development of resilience are:

- supportive relationships within and outside the social group or the family (Valieva, 2014; Kozjakov, Fomina, Rybakova, Sizikova, & Petrova, 2015);
- capacity to make realistic plans and take steps to carry them out;
- positive self-view and confidence in strengths and abilities (Luthar, 2006; Masten, 2004).

The social environment of the workplace may be the setting for the development of or reduction in resilience in general. The available research into the antecedents of low resilience focuses on such a communication-related construct as social support (Valieva, 2010).

### **Social Support**

The role social support plays in the stressor-strain relationship cannot be overvalued. Reviewing the literature on social support, the following concepts should be emphasized. It is acknowledged by most contemporary studies that social support is a multi-dimensional construct, and may be defined from structural and functional perspectives. The structural definition focuses on an individual's social embeddedness, but the mere existence of relationships does not mean they are supportive. Functional approaches, instead, are concerned with what purpose these relationships serve the individual and whether they are supportive or not.

According to Cobb, social support increases one's coping ability and facilitates adaptation (Cobb, 1976). He defines social support as "information that leads individuals to believe that they are cared for and loved, esteemed, and valued, and that they participate in a network of communication and mutual obligation" (Cobb,

1976, p. 304). Similarly, House and Wells consider that people may be said to have social support if they have relationships with other people, which is characterized by frequent interactions, positive feelings, and especially perceived ability and willingness to lend emotional and instrumental assistance in times of need (House & Wells, 1981, p. 53). Research thus far has tended to treat social support as a static, given factor. However, social support is fluid, just as are the stressors that it affects. Such variability means that social support fulfills different functions during different stages of a crisis.

Social psychologists have attempted to understand the components of social support, leading to the development of several classification schemes which help to distinguish between different functions and types of support. Hirsch, for example, described five possible elements of social support (in Baruch-Feldman, Brondolo, & Ben-Dayana, 2002): emotional support; encouragement; advice; companionship; and tangible aid. In their research, Pines and Aronson identified six basic and distinct functions that social support serves: listening; technical support; technical challenge; emotional support; emotional challenge; and sharing social reality (Pines & Aronson, 2004). Social support reduces the level of strain regardless of the intensity of work stressors experienced. Cohen and Wills propose that irrespective of the level of stress, social support is likely to have a beneficial effect on well-being as it provides a person with a sense of social integration (Cohen & Wills, 1985).

Drawing on these studies, we think it is reasonable to classify social support into three basic categories: emotional; instrumental; and reality sharing. In addition, we have indicated that different work sources fulfil different support needs for an individual, and have included work, non-work, and family sources of social support in the authorized questionnaire.

### **Emotional Intelligence**

Emotional intelligence (EI) is not a new concept in psychology. Many early psychologists began their study of intelligence by directing their attention to cognitive aspects, such as memory and problem solving. However, other early researchers recognized that non-cognitive elements were significant (Davies, Stankov, & Roberts, 1998). Howard Gardner (2000) suggested the theory of multiple intelligences (MI), that is, that all human beings possess a number of intelligences, each of which appears to be housed in a different part of the brain. Gardner's ideas came to be known as the Theory of Multiple Intelligences. Within his concept of multiple intelligences, he proposed that the "interpersonal" and "intrapersonal" intelligences are as important as cognitive elements of intelligence (Gardner, 2000, p. 103).

Petrides and colleagues developed the trait model of EI. They proposed a conceptual distinction between the ability-based model and the trait-based model of



EI (Petrides, Pita, & Kokkinaki, 2007). Trait EI is “a constellation of emotion-related self-perceptions located at the lower levels of personality” (Petrides, Furnham, & Mavroveli, 2007, p. 155). In lay terms, trait EI refers to an individual’s self-perceptions of their emotional abilities.

Synthesizing the information above, emotional intelligence is an assortment of skills and competencies that have been shown to influence a person’s ability to succeed in coping with environmental demands and pressures. People with high EI have the ability to accurately perceive, evaluate, express and regulate emotions and feelings. The analysis of several EI models enabled us to formulate a model which is specifically suitable for teaching as it accounts for the specificities of this profession. The focus of the next part of our study is placed on the emotional competency that is comprised of a number of constituents. We have marked clusters of emotional competencies by breaking them up into five competences: self-awareness, self-management, self-motivation, empathy, and social skills.

### The Sample and Procedure

The participants of the study were 65 teachers of foreign languages from Saint-Petersburg universities and 60 graduates of foreign language departments. The characteristics of participants are given in the table below. Significantly, mean scores on teaching experience for participants was 9.8, and ranged from 1.5 to 30 years (see Table 1 below).

Table 1  
*Demographic data*

Demographic data characteristics	N	Mean	%
Gender	125		100
Male	16		12.8
Female	113		87.2
Age			
20 to 30 years	35		28
31 to 40 years	18		14.4
41 to 50 years	12		9.6
Students	60		48
Teaching Experience (years)	125	9.8	

The blocks of three questionnaires were distributed among the teachers and lecturers of St-Petersburg universities. The additional group of respondents was formed by student-teachers studying at the same universities. The questionnaires were self-administered and complete instructions were provided for the

respondents. To avoid response biases, certain procedure conditions were met. The respondents were tested individually to ensure privacy and, because of the sensitive nature of some items, questionnaires were completed anonymously, each being given a code number. The survey results are based on the sample of 125 participants.

It is relevant to mention that many teachers felt frustrated about filling in the questionnaires. They refused to complete the forms because they found the questions “too intimate” or they questioned the purposes for which the data would be used, afraid that the information obtained would be given to their managers.

### Measurement Instruments

The set of questionnaires consisted of three sections. The first section captured the specificities of individual sustainability through the authorized Resilience Scale, which was designed by the author of the present study to assess its constructs. The validity and reliability of the Resilience Scale was estimated via a series of analyses (Valieva, 2014; Valieva, 2015). It was developed as a result of extensive literature review on models and approaches to resilience, and based on resiliency constructs identified by M. Unger, S. Luthar, S. Masten (Unger, 2004; Luthar, 2006; Masten, 2004) as well as the author’s own theory (Valieva, 2014). The scale comprised 30 items. The respondents were to choose the most suitable variant of the assessment. The Cronbach’s Alpha reliability testing on resilience scale displayed  $p = 0.973$  (see Table 2 below).

Table 2  
*Reliability Statistics*

Cronbach’s Alpha	Cronbach’s Alpha Based on Standardized Items	N of Items
.973	.982	30

The second part was devoted to social support availability and necessity. Social Support was measured with a 22-item scale designed by the author asking directly about the availability of social support and readiness to provide social support. Types of social support were categorized according to A. Pines’s typology. Thus, the SS Questioner includes six support functions – listening, technical support, technical challenge, emotional support, emotional challenge, and sharing social reality. The items were arranged on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

The Emotional Intelligence Scale formed the third section. The EIS was designed by the author of the present study to assess teachers’ emotional competencies. It was developed as a result of extensive literature review on Emotional Intelligence and based on emotional competencies identified by Daniel Goleman in *Working*

with *Emotional Intelligence* (1998, p. 383) and his ECI 2.0 (1995, p. 352) as well as Dr. Richard Boyatzis's Self-Assessment Questionnaire (SAQ) (Boyatzis, McKee, 2005). The Emotional Intelligence Scale (EIS) measures 5 constituents with two components in each: Self-Awareness, Self-Regulation, Empathy, Self-Motivation, Social-Readiness. The questionnaire consists of 10 statements, which respondents are asked to assess according to how the statements apply to them, ranging from 5 (very characteristic) to 1 (absolutely uncharacteristic). Of these 10 statements, 3 must be reverse-coded: "1" becomes a "5", "2" becomes a "4", "3" becomes a "3", etc. The average score for each cluster is calculated by adding the scores and dividing the total score by the number of questions.

### Limitations of the Study

The present research has several limitations. The first limitation resides in the relatively small sample. Although considered valid, a larger sample of participants promises even more reliable results. Of special note is that all of the questionnaires were self-reported, thus, a significant subjective bias exists. The use of other methods to double-prove the results and increase their reliability is thus required. Another weakness is that the results of the study could be influenced by inaccurate perceptions of the situation. One of the possible methods is 360-degree feedback, which is a multi-source assessment, with feedback coming from different sources all around the employee. Another factor decreasing the validity of the research lies in the lack of time convergence of group testing, as respondents were tested in different periods.

### Hypotheses

**H1:** The Resiliency phenomenon is supposed to have positive and negative inter-correlations between constituting constructs of different strength.

**H2:** Resiliency is rather dependable on the social context and on one's emotional competencies.

**H3:** The level of Resiliency strongly correlates with one's working experience.

## Results and Discussion

The results of the study will be presented as follows: (1) description of the sample in terms of level of resiliency; (2) correlation analysis identifying the relationships between factors stated and resilience subscales as well as among all variables; (3) factor analysis reducing the number of variables and extracting principal factors associated with resilience.

To summarize the findings of the research on personality factors influencing resiliency we compiled teachers/students groups based on their working experience. The results are presented in Figure 1 using

mean scores for each variable.

The analysis shows 'low resilience' with graduates, and 'moderate resilience' with experts and young specialists.

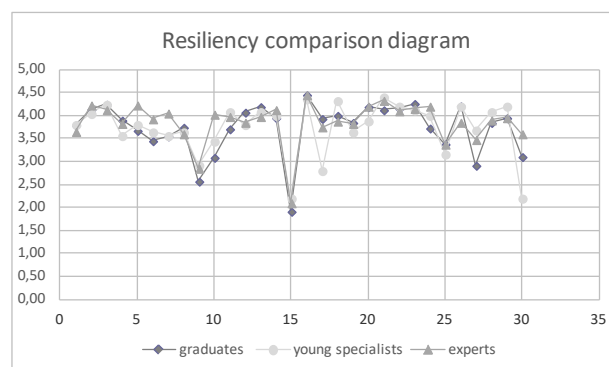


Figure 1. Resiliency in three groups.

**Correlation Analysis.** For correlation analysis, we identified the following variables: social flexibility (sf), cognitive flexibility (cf), self-identification within family, friends and sociocultural environments (id), empathy (emp), emotional intelligence (ei), social support availability and readiness to give social support, average resilience. The correlation matrix for research variables was first constructed using SPSS software to examine the associations among all variables as well as their relationship to the all subscales of mentioned constructs with correlations being significant at the 0.01 level (2-tailed) - \*\* and 0.05 level (2-tailed) - \*.

Among the most significant correlations extracted by the system, we outline the following: 1 - positive correlation between resilience and cognitive strategies (0.849\*\*). This fact coincides with the hypothetical statement about resilience constructs; 2 - positive two-sided correlation between emotional intelligence and availability of social support (0.627\*\*). Emotional responsiveness is a key element of social support, and social support decreases teachers' responses to stressful situations and helps boost resilience in problematic situations; 3 - positive two-sided correlation between emotional intelligence and necessity of social support (0.685\*\*). One of the greatest health benefits of emotional intelligence is avoiding isolation. People with high emotional intelligence are socially poised; they value community engagement and sense of belonging. About 12 significant correlations were identified in the research on this level. The strongest construct appeared to be social with social flexibility as a key component.

**Regression analysis.** General identification including three levels appeared to have strong influence on cognitive and social flexibility within resiliency paradigm with adjusted R-squared – about 0.129,  $p=0$ . Emotional flexibility did not indicate any significant correlation. Three special models for subgroups of foreign language teachers with different experience were identified. Social support was found to be positively correlated to cognitive flexibility and emotional intelligence with adjusted R-squared – 0.165,  $p=0.01$  for cognitive flexibility and

support. Average resilience revealed positive correlation with emotional intelligence with adjusted R-squared 0.160,  $p=0.01$ .

The emotional flexibility correlation turned out to be less significant than we had supposed while the correlations between social and cognitive flexibility and community identification proved to be more reliable (see Figure 2 below).

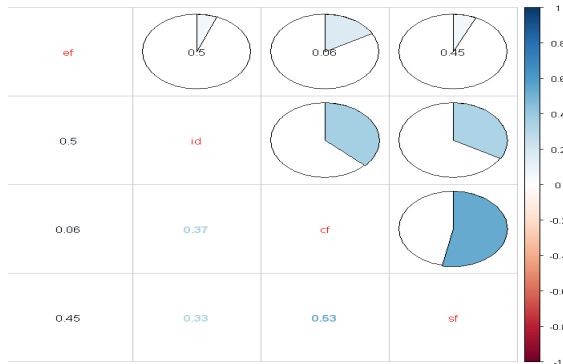


Figure 2. Correlogram 1.

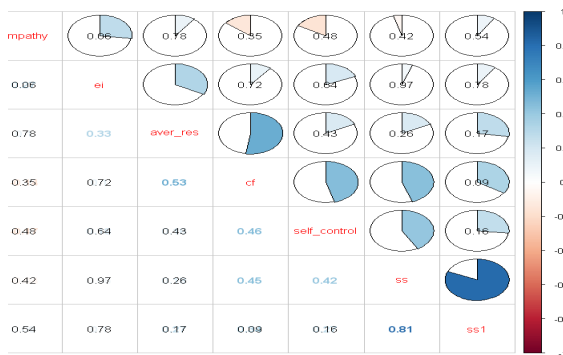


Figure 3. Correlogram 2.

The third figure above represents the correlation between cognitive flexibility, self-control, social support (both availability and readiness), emotional intelligence, average resiliency and empathy. The latter demonstrated considerably high independence and the lack of necessity to correlate with other constructs.

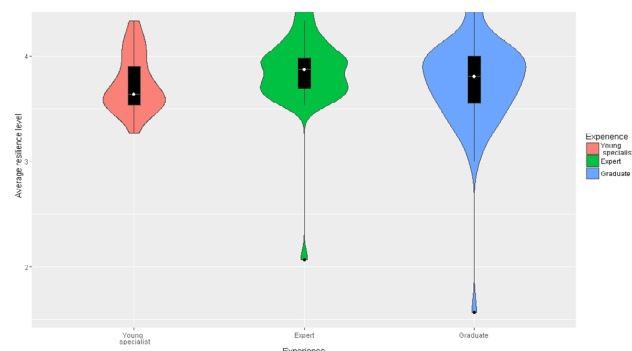


Figure 4. Violin plot. The density of the three groups' data according to experience.

Figure 4 above indicates density of the data at different values. Three groups (graduates, young specialists and experts) are compared through the violin plot. It includes a marker for the median of the three groups' data, around 3.5, and a box indicating the interquartile range.

In the final stage of our research, we attempted to reveal whether at least one sample stochastically dominates another sample. The Kruskal–Wallis test was used to illustrate the impact of working experience on average resilience. No significant correlation was found in any of the groups. Thus, the level of resilience appears unconnected with work experience.

## Conclusion

The empirical study findings confirm our hypotheses that resilience is a complex construct, which is dependent on different external and internal factors. In general, our findings illustrate the intricate nature of resilience, as well as social support as a resource that may alleviate existing stressors and strains for some teachers.

Our investigation into a potential impact of work experience on the development of resilience revealed the lack of a significant correlation and, at the same time, many common factors shared by both experienced and young specialists. More revealing, however, are the findings about the correlation between resilience and dependence on social support and context, as well as on the constituents of emotional intelligence.

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# Developing Teacher-Trainees' Assessment Awareness in the EFL Classroom through Project-Based Learning Activity

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Due to the Russian State Educational Standard, beginning ESL teachers should possess professional competences, including being ready to implement in their classrooms modern methods and techniques of assessing students' achievement. However, teacher trainees are not provided with opportunities to acquire assessment skills during their learning process. Developing teacher trainees' professional competencies during a practicum, that is, a four-week period of school-based practice teaching, may be a way to solve this problem. The key aim of the study is to investigate whether experiencing project-based learning (PBL) activity during a content-based course might raise teacher trainees' assessment awareness and enable them to put assessment skills to practical use in their future classrooms. The methodology of the present study includes developing assessment criteria for self- and peer-reflective weekly journals, developing survey questions and descriptive rubrics for grading oral presentations of PBL activity. The results of the research demonstrate that experiencing a PBL activity as a learner can trigger a deeper assessment awareness of project-based learning activities and can help develop confidence in recognizing teacher trainees' personal strong points essential for their future professional life. By experiencing a PBL activity, teacher-trainees gain insights about its process and observe how students' self-awareness and confidence in assessment practice are fostered through authentic tasks during a content-based course. This study therefore proposes that project-based learning activity can raise teacher-trainees' assessment awareness and should be integrated in the teacher-training ESL course at the Astrakhan State University, Russia.

*Keywords:* project-based learning, Russian students, teacher trainees' assessment, assessment awareness, project-based learning (PBL) assessment

Higher education has evolved in recent years toward a shift from the instruction-based paradigm focusing on the central role of the teacher to a learner-centered paradigm focusing on the role of the student. This paradigmatic shift puts an emphasis on providing students with a set of professional competences upon which they can build throughout their future careers. According to the new Russian State Educational Standards, teacher-trainees should have the following professional competences: be ready to implement modern methods and techniques of assessing students' achievement in order to provide for effective learning and development (FSSES, 2011).

Modern Russian universities, among them

Astrakhan State University, should implement educational standards by prioritizing the development of practical skills, that is, competences. Though the European Commission states that new teachers should receive systematic training at the beginning of their professional activities (European commission, 2010), we think that such training should start while teacher-trainees are still at the university.

In Astrakhan State University, students have an opportunity to start developing professional competences during their practicum, that is, a four-week period of school-based practice teaching supervised by experienced teachers. Unfortunately, they are not well-equipped for this kind of work and,

according to teaching-supervisors, they especially need training in assessing all kinds of project activities.

## Materials and Methods

### Theory

A close review of the literature reveals four themes related to difficulties in assessing PBL: selecting an assessment mode; deciding what to assess; creating assessment rubrics; deciding whether to involve students in assessment. First, project-based learning does not lend itself to traditional modes of assessment such as tests or quizzes. As a result, students in project-based learning have been assessed in a variety of ways: from traditional paper-and-pencil tests to new modes of assessment such as case-based assessment, self- and peer assessment, performance-based assessment and portfolio assessment (Project-based learning handbook, 2006).

Second, assessment of PBL processes and products presents a unique problem for ELT practitioners and researchers. Some of them advocate the primacy of process over product (Stater et al., 2006; Hunaiti et al., 2010), while others believe that assessment of the projects should cover both product and process (Bryer, 2006; Debski, 2006). This action research assumes the importance of both process and product in PBL assessment.

Third, many educational manuals and articles on assessment in PBL are more focused on the theoretical background for assessment in PBL and offer clues on how to design PBL lessons (Bell, 2010; Debski, 2006) rather than explaining the practical part, particularly, how a teacher assesses students.

Fourth, there is some debate about whether teachers should involve students in actual assessment processes. In spite of some skepticism about the validity of students' self- and peer assessments (Nightingale et al., 1996), few researchers urge teachers to involve students in the process of self- and peer assessment, stating that, "students are able to iteratively assess each other through self-reflection and peer-review" (Harrington, 1995, p. 8).

It should be noted that few studies to date have examined the extent to which teachers are actively engaged in efforts to improve students' assessment skills and awareness despite educators' widespread appreciation of the importance of assessment skills and their belief that future teachers should be provided with more opportunities to acquire assessment skills. Stiggins, for example, claims that there continues to be relatively little emphasis on assessment in training teachers (Stiggins, 2004, p. 20). In fact, there is very little empirical evidence to date to indicate the extent

to which teachers are actively engaged in efforts to improve students' assessment skills and awareness in pre-service teacher training.

### Research

The purpose of this study is to develop teacher trainees' assessment awareness and competences through experiencing project-based learning activity that might enable them to put their assessment skills to practical use in their future classrooms. Our aim was to develop students' assessment awareness in the EFL classroom through project-based learning activity. To achieve this, we began by posing the following research questions:

1. What problems might trainee-teachers face while assessing project based learning activities during their practicum?
2. How can we help trainee-teachers implement and assess PBL activities in their own classrooms?
3. How will trainee-EFL-teachers feel about planning and assessing PBL activities after experiencing a PBL activity as a learner?

### Participants

The participants were 11 third-year students of Astrakhan State University, Russia, Department of English Philology: nine females and two males, average age of 18.5 years. The students' training direction is 050100 Pedagogical Education (qualification / degree "Bachelor"). All the participants were informed about the purpose of the research, and all were involved in the research of their own free will.

### Methods

The study draws on the following theoretical frames: Hadim and Esche's (2002) notions of a PBL as a teaching approach that emphasizes student participation in the learning process to construct their own knowledge in an active learning environment; Wallace's (1991) alternative model for teacher education claiming that it is possible to develop experiential knowledge through the observation of practice. Additionally, assessment for learning theory (Brown, 2004; Pooler, 2012), which emphasizes the importance of developing students' awareness of assessment methods for making further progress, rather than merely providing them with a score, provided inspiration at the start of my action research.

This study followed an action research approach (Burns, 2010). The methods of data collection in this study consisted of a blend of qualitative techniques chosen to help us capture how teacher-trainees made sense of their PBL experiences (Burns, 2010) and

quantitative analysis through the interpretation of the results of the PBL activity which students participated in.

The data were collected through several sources:

- (1) written questionnaire responses to open-ended questions for beginning teachers of English and senior EFL students who have had a teaching practicum;
- (2) observational notes taken during a discussion session on how trainee-teachers can be helped to implement and assess PBL activities in their own classrooms;
- (3) teacher-trainees' self- and peer reflective weekly journal notes on their own experience of PBL activity;
- (4) teacher-trainees' written reflections and comments to open-ended questions posed at the end of the PBL activity;
- (5) teacher-trainees' attitudinal survey results including both open items and semi-structured items with a four point Likert scale.

The qualitative data were collected in their naturally occurring contexts. In order to develop students' assessment awareness, teacher-trainees participating in this study were encouraged to experience a PBL activity in order to observe, model and further apply knowledge gained to their future classroom teaching.

This action research comprised five stages:

1. Stage 1. Trainee-teachers are questioned about difficulties they face while assessing project-based learning activities during their practicum (see Appendix 1)
2. Stage 2. Discussion session with trainee-teachers on how to help them implement and assess PBL activities in their own classrooms.
3. Stage 3. Teacher-trainees are involved in a project-based learning activity, during which they: keep self- and peer reflective weekly journals on their experience of the process of PBL activity; self- and peer-assess the oral presentation of the project's results; peer-assess the project's product (a printed booklet); write reflection comments to open-ended questions posed at the end of the PBL activity.
4. Stage 4. The instructor makes a presentation on "Assessment in PBL", during which teacher-trainees are given an opportunity to practice authentic tasks (3 scenarios).
5. Stage 5. Teacher-trainees write a survey on what they feel about planning and assessing PBL activities after experiencing a PBL activity as a learner.

The questionnaire in **Stage 1** was used to discover what challenges third-year trainee- teachers might face while assessing project-based learning activities during their future practicum on the fourth course. The questionnaire included three open-ended questions:

- Did you implement a PBL activity during the practicum?
- What challenges did you face as you implemented a PBL activity?
- What problematic issues related to PBL assessment can you single out?

The total number of respondents was 35 students from Astrakhan State University who have recently experienced the practicum and 35 beginning teachers of English from secondary schools in Astrakhan.

**Stage 2** of the action research was focused on helping and preparing teacher-trainees to assess PBL activities in their future classrooms. The 30-minute discussion session was held to discover what kind of help can be provided for trainee-teachers to implement and assess PBL activities since the role of the teacher, according to the socio-constructivists, is as a helping hand. An unstructured class observation method was employed to observe the class with a detailed record of observational notes that included reflective and analytical observations.

**In stage 3**, we wanted to give teacher-trainees content awareness from previously learnt units and an opportunity for them to participate in PBL in terms of self-actualization and to provide an educational experience that will train them for future practicum. During the project, students were to craft an informative booklet "An Overview of Cinemas and Theatres in Astrakhan" for visitors and guests of the town. The booklet should include the following items: information on recreational centers in Astrakhan, description of their advantages and disadvantages, their location, website addresses, time schedule, etc. It should also include visitors' opinions on the cinemas and theatres' repertoire, services, etc.

Assessment of the project work comprised two parts: process assessment and product assessment.

**1. Process assessment** was conducted based on Goldfinch's (1994) and Lejk and Wyvill's (2001) *Self and Peer Reflective Journals*. We adapted them by accompanying the suggested criteria with detailed questions (see Appendix A). Assessment of the group work was focused on seven criteria: Group Participation; Responsibility and Time Management; Contribution; Creativity/Originality; Communication Skills; General Team Skills; Technical Skills. Keeping reflective journals and asking students to self- and peer assess was a formative way to get students to reflect on their own and their group mates' performance in the project. Here are some of the students' comments from their Self- Reflective Journals:

- "I should be more active and suggest new ideas".
- "Next week I want to make a schedule for myself for every day to work on the project".

Here are some of the students' comments from their Peer-Reflective Journals:

- *“I think this person is the most active and initiative in our group. She has made a great share of work, namely diagramming and creating the general view of the booklet. And she is also responsible as she has kept the time limits of each task”.*
- *“I think that Irina should be more active”.*

2. **Product assessment** focused on the Groups’ Oral Presentation, Printed Booklet and Written Report.

### Groups’ Oral Presentation

The effectiveness of the presentation as a whole, in terms of its content (focus on task fulfillment), clarity and coherence of ideas, introduction and conclusion, visual aids and creativity/originality was assessed during the Groups’ Oral Presentation. To become knowledgeable practitioners, teacher-trainees were involved in peer assessment (members of group 1 assessed members of group 2, and visa versa). The students were asked two open-ended questions: “What did you like most about Group 1 /2 presentation?” and “What can be improved next time the group presents the project results?” In their comments they wrote:

- *The whole group has made a great job. I liked friendly atmosphere in the group.*
- *I liked the way the members of the group answered. They were confident. It was clear that they really worked hard.*
- *Next time they should give more details, especially how they conducted the survey.*

Every student gave a 5-minute presentation during the 30-minute group presentation (6 persons) and was assessed individually. The assessment criteria considered the student’s individual ability to focus on task fulfillment (content), fluency and coherence of speech, awareness of audience (interaction with the audience, ability to engage and address the audience, eye-contact), language (variety of vocabulary, grammar range and accuracy, pronunciation), response to questions, and whether he/she managed to keep to the time limit (5 min.). The results of the Oral Presentation Peer Assessment fairly coincide with the teacher’s assessment.

### Printed Booklet

There were five assessment criteria for the booklet: content; organization, language, audience appeal and originality / creativity. Overall, the students appreciated their participation in this kind of activity. They liked the design of the peer group’s booklet. They also concluded that they should pay more attention to the layout, grammar, choice of words and be aware of the target audience.

### Written Report

In the Written Reports, teacher-trainees presented their reflections on the project. This encompassed their ideas on whether they liked participating in the project, as well as their evaluation of the strengths and weaknesses of the project and of themselves in carrying it out. In their comments to 10 open-ended questions students remarked that it was a new experience for them, that it helped them to understand how to work in a team, how to manage time properly and to interview people. Surprisingly, only one student admitted having difficulties while working in a team as he was used to doing everything alone. The majority of the students wrote that they learnt a lot of new things: improved communication skills, learnt to make diagrams, questionnaire and conduct a survey. Students also admitted that doing a group project is a good way to “learn more about your group mates”.

In **Stage 4**, to cultivate teacher-trainees’ assessment awareness, a presentation was conducted on “Assessment in PBL”, during which students learnt about different approaches to PBL assessment, purposes, methods and instruments for assessing projects. Teacher- trainees were also trained to create descriptive rubrics for grading oral presentations.

Finally, based on what students have learnt during the presentation on “Assessment in PBL” and their own experience of the PBL activity, they practiced authentic tasks. For this reason, three project scenarios were chosen from *New Matrix*, the book used in Basic Education curriculum in some schools in Astrakhan, Russia, for the 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades.

Here is an example of the first scenario chosen from *New Matrix* for the 9<sup>th</sup> grade.

#### Scenario 1.

Follow these guidelines to help you complete your project.

Project title: Historical Places in Russia travel brochure.

1. Work in groups. Talk about places that are historically important to Russia, for example, Izborsk and Pskov – the longest held fortresses on Russia’s Western frontier (5–15th century).
2. Choose four places and decide who is going to research each one. Each person will collect photos or drawings, and make notes, for example: about the location, the historical events it is linked to, what it is like today.
3. Create a brochure that is attractive and clear. Write a short paragraph about each place. Find some good pictures to illustrate the brochure.
4. Present your brochure to the class.

During the final 5<sup>th</sup> **Stage** to examine whether experiencing a PBL activity as a learner helped teacher-trainees to plan assessment for PBL



activities, 11 students were asked to complete the survey consisting of one open-ended item and three questions based on a four-point Likert scale (strongly agree, agree, disagree, strongly disagree). Students chose an answer that best corresponded with their views. Also a free-text "Please provide a few explanatory details or examples here" option was added to get "how/why" data.

The first open-ended question was: "In what way has experiencing a PBL activity as a learner helped you to plan assessment for PBL activities?" Inductive coding was used (Burns, 2010) to analyze and synthesize the data obtained. The data was scanned carefully to see what categories 'emerged' from the data and the following categories were singled out

Table 1  
Students' feelings about PBL activity experience

Categories	Reactions
Students' feelings about PBL activity experience	Now I clearly understand what I should do as a teacher, how I can help and assess my pupils.
confidence	Now I know that there are several stages in project work.
	Now I know the process from the 'inside'.
	Now I know that a project has a goal, aims, its own structure and stages.
Students enhanced various skills	I learnt to make a brochure
	I learnt to conduct a questionnaire
• collaboration skills	I learnt to work in a team.
• time-management skills	I learnt to organize work myself.
• self-awareness skills	I understood my own strong and weak points.
	I understood how difficult it is for me to work in a team.
Students understood the need for teacher's strong guidance	I strongly realized how important the role of the teacher is: she/ he should guide the students all the way through the project.
Students' motivation was raised.	It aroused my interest in learning English.

## Results and Discussion

According to the Stage 1 questionnaire results, the majority of respondents (20 students, or 57% and 30 teachers, or 60 %) stated that they implemented a PBL activity in their classrooms. A very high percentage of trainee-teachers (96%) noted that they are positive about incorporating project-based learning activities into their classroom practice. Some of them even say

that learners really enjoy such activities and always ask to involve them in projects. Many trainee-teachers believe that the most difficult aspect of PBT is assessment (68%), and developing meaningful rubrics can be a challenge (56%). The most frequent response to the question "What challenges did you face as you implemented PBL activity?" was lack of experience in PBL assessment, criteria for assessment, and need for training in assessment.

Here are some of the answers:

- *I often involve my pupils in project work. Each unit of our textbook finishes with "A Project File" but the teacher's book provides no guidance on how to carry out the assessment. My pupils enjoy such kind of activities, especially they are enthusiastic about creating brochures, posters, conducting surveys and making questionnaires. For me, the most difficult aspect of PBT is assessment procedure. There are no standardized criteria and detailed descriptors that might help a teacher and serve as guidance for planning and delivering high quality assessment.*

Somewhat unexpectedly, only one of the trainee teachers claimed to have experienced no challenges while implementing PBL activity.

Answering the question, "What problematic issues related to PBL assessment can you single out?" the majority of the questionnaire respondents pointed out the issue of assessment criteria in PBT and the scope of assessment (should it aim at assessing the product only or should it reflect on the process of project work).

Results of the discussion session conducted during **Stage 2** are shown below in Table 2.

The results show that students' involvement in the assessment process is low (65%), as they never got to self- or peer-assess. Also, many students admitted that they do not know what kind of help they want from their teacher, which might be suggestive of their low self-awareness.

According to the **Stage 3** Process assessment results, the majority of self and peer assessment grades are the same (equal/matching) or very close (6 out of 11). Thought some of the students (4 out of 11) underestimated themselves, giving lower grades. Surprisingly, only one student overestimated himself (4 Good vs. 3 Fair). Generally, students admitted in their reflective journals that they felt relatively positive toward self- and peer assessment because it helped them to structure the learning process of the group. But they also mentioned they had mixed feelings about their capability to assess each other in a fair way. The results are consistent with earlier studies conducted by Segers and Dochy (2001).

During **Stage 4**, teacher-trainees were trained to create descriptive rubrics for grading oral presentations because much of project work revolves around presenting ideas and results to peers. A descriptive

rubric for grading oral presentations is presented in Appendix B. It includes the following criteria: content, fluency and coherence of speech, awareness of audience, language, response to questions, stayed in time limit and requirements for excellent, good and fair grades in this project. At the end of Stage 4, learners were able to properly identify objectives, evaluation criteria and develop project assessment plans for three scenarios.

According to the **Stage 5** results, the majority of students reported developing significant confidence through experiencing a PBL activity as a learner, both in recognizing their personal strong and weak points as well as in reinforcing various skills.

Three survey questions based on a four-point Likert scale (strongly agree, agree, disagree, strongly disagree) also aimed at gathering information about my students' attitudes to the effects of the intervention process. The data is presented in numerical form, assigning 1 for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree. The responses to the three questions based on the four-point Likert scale are given below in Table 3.

The total number of respondents was 11. The results show that students gave the highest average rating (3.8) for practicing scenarios (working out assessment plans, creating descriptive rubrics) as they think that it

helped them to implement and assess PBL. The lower grade (3.3) was given to their own experience of a PBL activity. They also appreciated the teacher's training on Assessment in PBL (3.1).

## Conclusion

At the start of the study, a number of challenges associated with enacting project-based learning were mentioned. These issues were identified in Stage 1 of this project by questioning teachers who often involve their pupils in project work. Questionnaire results suggested a number of reasons why teachers face challenges assessing PBL activities in their classrooms, mainly attributable to lack of experience in PBL assessment themselves. Based on these findings, we recommend that graduates and future teachers should be prepared to assess PBL. To be effective in their roles, teacher-trainees should continually expand their knowledge and skills to implement the best educational practices. Thus, there is a growing need for university programs to provide the extensive range of learning experiences necessary for graduates to become effective educators. Once students graduate, meet their state's certification requirements, and

Table 2  
*Discussion session results*

Sequence of actions	Students' ideas	Analysis
1. The teacher asks students what assessment is and whether they were involved in assessing a PBL activity during the previous years of their learning.	Students want to know more about assessment, particularly about approaches to assessing a PBL activity. Students say that they have never been involved in self- and peer assessment.	Students had never participated in self- and peer assessment. Students are interested in PBL assessment.
2. Students and teacher brainstorm implementation and assessment of PBL activities in the classroom. The teacher asks students about how she can help her trainee teachers to implement and assess PBL activity they are involved in.	Students brainstorm in groups. The majority do not know what kind of help they need, but some of them suggested the teacher should carry out a presentation on assessment in PBL.	Students would like to attend teacher's presentation on "PBL assessment".

Table 3  
*Survey results*

	Strongly agree	Agree	Disagree	Strongly disagree	Average rating
	4	3	2	1	
Question 2. How strongly do you agree with the following statement: "Experiencing a PBL activity as a learner prepared me to implement and assess PBL activities in my own classroom."	4%	7%	0%	0%	3.3
Question 3. How strongly do you agree with the following statement: "Teacher's training on Assessment in PBL prepared me to implement and assess PBL activities in my own classroom."	2%	9%	0%	0%	3.1
Question 4. How strongly do you agree with the following statement: "Practicing Scenarios (working out assessment plans, creating descriptive rubrics) prepared me to implement and assess PBL activities in my own classroom."	9%	2%	0%	0%	3.8

are employed, they start to learn through their own experience. But we believe this “experiential stage” can start earlier, namely during their university studies.

At first glance, all the project stages (stage 3, 4, 5) described above may seem too time consuming. However, one must consider their advantages. Experiencing a PBL activity as a learner helped participants to gain insights about its process, and practicing authentic tasks fostered students' self – awareness and confidence in assessment awareness. In interpreting these findings we must remember that the research was focused only on eleven learners and the studies with larger groups of learners are needed to further explore the wider effectiveness of experiential learning for developing assessment awareness in PBL. In judging the effectiveness of developing confidence through experiencing a PBL activity as a learner we also relied solely on our teacher-trainees' responses.

Teacher-trainees' assessment awareness can be developed if teachers spend more time in the classroom focusing on a combination of experience-observation and experience-in-action. This study has enabled us to enhance our own knowledge of approaches to PBL assessment and we hope it will encourage other teachers to improve the assessment skills of their learners too.

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## Appendix A

Self-reflective Weekly Journal

Name: \_\_\_\_\_ Week number: \_\_\_\_\_ Dates: \_\_\_\_\_

Rating and scores	Comments, etc.										
<p><b>Group Participation</b></p> <p>1. Have I attended group meetings regularly?            2. Have I participated in group discussions? Please specify what you have been discussing.</p> <p><b>Self Rating – Group Participation</b></p> <p>Select one scale rating.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">1</td> <td style="width: 20%;">2</td> <td style="width: 20%;">3</td> <td style="width: 20%;">4</td> <td style="width: 20%;">5</td> </tr> <tr> <td>Failed</td> <td>Needs improvement</td> <td>Fair</td> <td>Good</td> <td>Excellent</td> </tr> </table> <p>Rating: _____ (____)</p>		1	2	3	4	5	Failed	Needs improvement	Fair	Good	Excellent
1	2	3	4	5							
Failed	Needs improvement	Fair	Good	Excellent							
<p><b>Responsibility and Time Management</b></p> <p>1. Have I done my share of work? Please specify your responsibilities during this week.            2. Have I kept the time limits for each task?            3. Have I succeeded with my responsibilities?</p> <p><b>Self Rating – Responsibility and Time Management</b></p> <p>Select one scale rating.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">1</td> <td style="width: 20%;">2</td> <td style="width: 20%;">3</td> <td style="width: 20%;">4</td> <td style="width: 20%;">5</td> </tr> <tr> <td>Failed</td> <td>Needs improvement</td> <td>Fair</td> <td>Good</td> <td>Excellent</td> </tr> </table> <p>Rating: _____ (____)</p>		1	2	3	4	5	Failed	Needs improvement	Fair	Good	Excellent
1	2	3	4	5							
Failed	Needs improvement	Fair	Good	Excellent							
<p><b>Contribution</b></p> <p>1. Have I contributed to the common work during this week? In what way? 2. Have I made any key decisions this week? Which ones?</p> <p><b>Self Rating – Contribution</b></p> <p>Select one scale rating.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">1</td> <td style="width: 20%;">2</td> <td style="width: 20%;">3</td> <td style="width: 20%;">4</td> <td style="width: 20%;">5</td> </tr> <tr> <td>Failed</td> <td>Needs improvement</td> <td>Fair</td> <td>Good</td> <td>Excellent</td> </tr> </table> <p>Rating: _____ (____)</p>		1	2	3	4	5	Failed	Needs improvement	Fair	Good	Excellent
1	2	3	4	5							
Failed	Needs improvement	Fair	Good	Excellent							
<p><b>Creativity / Originality</b></p> <p>1. Have I originated new ideas? Which ones?            2. Have I initiated team decisions? Which ones?</p> <p><b>Self Rating – Creativity / Originality</b></p> <p>Select one scale rating.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">1</td> <td style="width: 20%;">2</td> <td style="width: 20%;">3</td> <td style="width: 20%;">4</td> <td style="width: 20%;">5</td> </tr> <tr> <td>Failed</td> <td>Needs improvement</td> <td>Fair</td> <td>Good</td> <td>Excellent</td> </tr> </table> <p>Rating: _____ (____)</p>		1	2	3	4	5	Failed	Needs improvement	Fair	Good	Excellent
1	2	3	4	5							
Failed	Needs improvement	Fair	Good	Excellent							
<p><b>Communication Skills</b></p> <p>1. Have I been a good listener? 2. Have I been a capable presenter?            3. Have I been proficient at diagramming and documenting work?            4. Was my language proficiency (grammar and vocabulary) good enough to contribute fully to the project?</p> <p><b>Self Rating – Communication Skills</b></p> <p>Select one scale rating.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">1</td> <td style="width: 20%;">2</td> <td style="width: 20%;">3</td> <td style="width: 20%;">4</td> <td style="width: 20%;">5</td> </tr> <tr> <td>Failed</td> <td>Needs improvement</td> <td>Fair</td> <td>Good</td> <td>Excellent</td> </tr> </table> <p>Rating: _____ (____)</p>		1	2	3	4	5	Failed	Needs improvement	Fair	Good	Excellent
1	2	3	4	5							
Failed	Needs improvement	Fair	Good	Excellent							

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**General Team Skills**

1. Have I encouraged and motivated team? 2. Have I supported team decisions? 3. Have I helped team reach consensus and resolve conflicts in the group, if any?

**Self Rating – General Team Skills**

Select one scale rating.

1            2            3                    4                    5  
Failed   Needs      Fair                    Good              Excellent  
                  improvement

Rating: \_\_\_\_\_ (\_\_\_\_)

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(adapted from Goldfinch, 1994; Lejk and Wyvill, 2001)

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**Technical Skills**

1. Was I able to create and develop materials on my own initiative?  
2. Have I provided technical solutions to problems? Please specify yourself.

**Self Rating – Technical Skills**

Select one scale rating.

1            2            3                    4                    5  
Failed   Needs      Fair                    Good              Excellent  
                  improvement

Rating: \_\_\_\_\_ (\_\_\_\_)

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**Scoring**

For each category, award yourself a score using this scale.

Excellent = 5   Good = 4   Fair = 3   Needs improvement = 2   Failed = 1

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**Appendix B**

## Descriptive rubric for grading oral presentation (Individual mark)

	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<b>Content</b>	The content is overly general. Listeners are unlikely to learn anything or may be misled.	The content is generally accurate, but incomplete. The speakers reached almost all objectives (presented the results of the project, provided information on its goals, target audience, milestones, presented survey results, etc). Listeners learn some isolated facts, but they are unlikely to gain new insights about the topic.	The content is accurate and complete. Speakers reached objectives (presented the results of the project, provides information on its goals, target audience, milestones, presented survey results, etc). Listeners gain new insights about the topic.
<b>Fluency and coherence of speech</b>	The speech is difficult to understand. It lacks fluency and cohesion.	The speech is clear and audible most of the time, but it lacks a bit of fluency and cohesion.	The speech is clear, fluent, and coherent and has an appropriate pace.
<b>Awareness of audience</b>	Shows little awareness of the audience, doesn't look at audience, reads notes or slides	Shows some awareness of audience, makes infrequent eye contact: reads notes or slides most of the time	Shows personal engagement with audience. Keeps eye contact with audience most all the time. Avoids reading from notes.
<b>Language</b>	Language proficiency is below average. Weak use of vocabulary and no complex grammar constructions can be found.	Language proficiency is intermediate. Average use of vocabulary and a few complex grammar constructions.	Language proficiency is above average. Wide use of vocabulary and complex grammar constructions.
<b>Response to questions</b>	Answers are limited with little or no elaboration. Shows little knowledge of area. Unable to respond to most questions.	Answers are relevant and contain some elaborated ideas. Shows good understanding with few mistakes. Generally able to answer questions adequately. Short answers.	Answers are relevant, well thought out and elaborated on. Demonstrates a high level of understanding and where appropriate expands on the answer.
<b>Stayed within time limit</b>	Didn't stay within time limit.	Mostly stayed within time limit.	Stayed within time limit

# Facebook Birthday Postings from a Language Ecology Perspective in Russian, German, American English, and French

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The aim of the paper is to examine Facebook postings from an ecological language perspective as a special type of discourse of “everyday life” with an orientating function, to evaluate the environmental potential of this network that influences the character of the posts, and to determine cultural differences in thinking and expressing birthday greetings on the Facebook platform. The paper outlines some specific features of the Facebook environment or niche such as the reduced characters of the message, the use of abbreviations, simple structures, merging and interaction of written and spoken languages, and the use of graphical signs to convey emotions. The methodological approach was to compile a database by randomly gathering, from various Facebook timelines, 680 birthday postings in Russian, American English, German, and French. The posts were then analyzed according to three dimensions: (1) focus of the greetings on the specific day or years to come / life in general (Western vs. non-Western countries, analytical vs. holistic mindsets); (2) use of nominal structures; (3) stress/emphasis on characteristic features of a person, compliments. Various psycholinguistic and cultural aspects of the verbal greetings from the timelines of Russian, American, German, and French users of the social net are singled out in terms of holistic and analytical types of critical thinking. The data collection shows that while Russians and Germans predominantly display holistic thinking, as expressed in birthday postings of a general character and wishes in general for the upcoming year or years to come, Americans and the French display analytical thinking as their birthday posts are more focused on that special day. Most birthday postings are usually short and have one similar pattern. Americans use a lot of praise and stress personal relations. French postings are very emotional often expressing love and kisses. This study shows that analysis of Facebook birthday postings should be multimodal and complex, taking into account a complex interaction of a number of internal and external factors and a personal inclusion into socio-cultural interactions.

*Keywords:* language ecology, Facebook, birthday greetings, posting, holistic thinking, analytical thinking

Cognitive aspects of Internet discourse in the digital media have lately become an important multidisciplinary issue in the development of the contemporary sciences. This paper investigates Facebook posts as a special type of discourse of “everyday life” with an orientating function from the distributed cognition and language perspective (Cowley, 2011), and language ecology in general.

The approach connected with the concept “everyday life” is a relatively new one in the Humanities; however, a serious interest in mundane consciousness

appeared much earlier. Heidegger (1996) characterizes “everydayness” or “common sense” (Germ. *Altaeglichkeit*) as “scattered self”, “something average”, “dissolving in public”, that is something impersonal “Das Mann”. The concept “everydayness” has obviously some common ground with the externalist ideas (Noë, 2009). A Facebook post is directed “to the world” and, in fact, becomes “distributed”, that is, common, global, for all participants to see, read, and comment on.

Facebook posts can be considered an artificial symbolic niche, that is, a network of material

structures for social interaction that comprise text messages, video, visual, or audio clips posted by users on their own or others' pages aimed at coordinating actions and triggering some changes. Facebook posts are meaning potentials for discourse development or affordances. They allow or afford communication to develop. Following Gibson's ecological approach to perception, the body of the text is not sense-making symbols by themselves, but the affordances or opportunities for behavior which are meaningful to an observer: "The affordances of the environment are what it offers the animal, what it provides or furnishes, either for good or ill" (Gibson, 1979, p. 127). Posting should not be regarded as given information to be used, it is not an input-output process, but it is some material inscription which, through interaction with an observer, enables the latter to be informed and develop further interactions. Facebook users, being structurally determined in Maturanian terms, in other words, autopoietic (closed in themselves), strive for distribution as social animals by posting situational statuses to orient "others" to act, attract attention, "share", and "offload" emotional states, thereby creating affordances which may result in actions (verbal or behavioral). It is our natural desire to share space, information, feelings, emotions and other intangible things because we live together with others.

The author of any Facebook status can trigger a change in another person's structure. In this paper, a person who interacts with the posted status is considered as an observer. The written comment on the status is the evidence of the feedback encouraged by the author's post. The change may not be explicitly expressed (for example, a person may be influenced by a status and he/she might reflect on it, but not respond in a written form). However, no change is triggered if the status is unnoticed or is noticed but deemed irrelevant to the observer.

The first objective of this paper is to focus on the establishment of a new ecological paradigm in linguistics, where language is viewed as a multimodal activity that proceeds through the interaction of organism and environment. The Facebook platform as a special Internet environment widens and constraints the users' ways to express themselves. On the one hand, it allows to use visuals, congratulating people interactively both in person and in public. On the other hand, it changes the language of congratulations (Internet birthday greetings vs. paper/card greetings). In this paper, language is regarded as a complex activity which is highly influenced by individuals' physical and social environment. Verbal performance is considered to be a part of distributed human activity.

The second objective of this paper is to outline some specific features of Facebook as an artificial symbolic niche, regarding it as an environment for

extended, distributed, and diverse ecology with definite culturally-oriented values, in order to perform a linguo-cultural analysis of Facebook birthday greetings posted by speakers of German, American English, French and Russian in terms of holistic and analytical paradigms of critical thinking.

The methodological approach was to compile a database by randomly gathering, from various Facebook timelines, 680 birthday postings in Russian, American English, German, and French. The posts were then analyzed according to three dimensions: (1) focus of the greetings on the specific day or years to come / life in general (Western vs. non-Western countries, analytical vs. holistic mindsets); (2) use of nominal structures; (3) stress/emphasis on characteristic features of a person, compliments.

The paper is structured in five sections: the first section is an introduction; the second is devoted to the ecological paradigm in linguistics; the third is about the constraints and affordances of Facebook as a niche that influences the writings; the fourth presents a linguo-cultural analysis of birthday postings by speakers of Russian, German, American English and French; lastly, section five draws the conclusion of the paper.

## Materials and Methods

### New Paradigm in Linguistics: Language Ecology

Since the 1970s, twentieth-century linguistics has seen a post-structural (anthropological) paradigm focusing on communicative, cognitive, cultural and other contexts (for example, environmental) of a language system (Kiklevich, 2014, p. 25). This paradigm can be called ecological since, in its broadest definition, 'language ecology' is a science that studies language, organisms, and environmental interactions.

Kravchenko, a Russian linguist, views language ecology in terms of bio- social function of the language – the function to sustain a society as a living system in unity with its cognitive (language orienting) interactions (Kravchenko, 2014). He considers this approach to be helpful in understanding the specific features of onto- and phylogenesis of homo sapiens, that is, the system of value guidelines possessed by a person and a society.

Studies which start from the premise that consciousness is determined by causal processes beyond the body and the brain, also known as the theory of "extended cognition", are growing in numbers; see, for example, Cowley (2011); Love (2004); Hodges (2007); Linell (2009); Thibault (2005). According to this neo-linguistic approach, which promotes the distributed nature of language and cognition, cognitive processes



are distributed through our minds, bodies, social and physical dimensions. Stephen Cowley (2011, p. 1) states that, “cognition is cultural and embodied: while much happens in the brain, events arise as people interact both with each other and the world”, expressing that the idea of “extended cognition” is the realization of the fact that in everyday communication extended resources expand our cognitive abilities.

Consequently, language is studied as a complex activity holistically and interdisciplinarily. The popularity of holism (fr. Greek *holos* – “whole”) is reasoned by the shift in the scientific paradigm as a result of the exact science and humanitarian integration. Linguistic atomism, when language units are studied separately from the person who produced them and the environment where they were produced, no longer meets the demands of a modern researcher. Nowadays, linguistics merges with other humanitarian and exact sciences and allows a researcher to give a wider picture of this or that language phenomenon. Language is understood as an embodied interactive and ecological activity, a mode of living together.

In different scientific fields there appears the idea of non-reductionist wholeness – the unity of organism (organism biology, theory of peptide bond, etc.), the wholeness of atomic and subatomic world, wholeness of perception (gestalt psychology), interconnection of different societies’ elements (autopsies, Næss’ “deep ecology”, Gaia hypothesis, theory of ecological egalitarianism, internal value, etc.). (Obolkina, 2005, p. 10)

Moreover, Gibson, a founder of ecological psychology in perception, challenged the idea that the nervous system actively constructs conscious visual perception and, instead, promoted the notion of ecological psychology, in which the mind directly perceives environmental stimuli without additional cognitive construction or processing. To Gibson, perception is a compilation of the person’s environment and how the person interacts with it. This perspective gave rise to the development of the non-representational approach in radical embodied cognitive science, (non-representational approach) in which perception and cognition are understood only in terms of action in the environment (Chemero, 2009). Antonio Chemero argues that cognition should be described in terms of agent-environment dynamics, rather than in terms of computation and representation.

Today, Cartesian dualism (the juxtaposition of biological to socio-cultural phenomena) is no longer popular in the fundamental sciences or among contemporary linguists. Post-structural, neo-Cartesian language studies shift the focus to empirical language research connected with the functioning of living systems (Kravchenko, 2004, p. 182).

Alexandrov, a well-known Russian psychologist and neurophysiologist, stresses that the riot against Cartesianism began with Russia, who first witnessed the rebellion against this mechanistic approach that gained widespread acceptance among Western researchers. Furthermore, Alexandrov argues that Russian and Soviet history has deep roots of an anti-reductionist approach (Alexandrov, 2009). As irrefutable evidence of this the author brings the following examples: Bogdanov’s Tectology (1913-1917) appeared much earlier than Bertalanffy’s works on the general systems theory, and Anokhin’s theory of a functional system by far determined the main cybernetic regularities presented later by Wiener (p. 11).

Pelevin, in his novel *The Love for three Zuckerbrins*, writes that:

We are all parts of one whole and a human being’s main delusion is the belief that there is some “outer” world detached by the air gap surrounding him or her. A human consists of this very world, intergrowing through with thousands of green branches. He or she is an interweave of branches rising from the lake of life. Mirroring in its surface, the branches see their separateness to that extent as a mirroring jack can believe in the separateness, not realizing that he is played in a Russian card game “Durak” and doesn’t function without the pack of playing cards. (Pelevin, 2014, pp. 16-17)

The metaphorical statement of this modern writer shows the philosophical understanding of a human as a part of society, that is, distributed in the world. The organism is not separated from the environment: they are not two components of the system but two halves of one wholeness. They interact recursively, meaning that a person behaves or says something (saying is also regarded as behavior in the language environment) in correlation with the environment he or she interacts with, creating it at the same time.

Professor Noë of the University of California at Berkley compares people metaphorically to a plant as opposed to a berry: “We are not like the berry that can be easily plucked, but rather like the plant itself, rooted in the earth and enmeshed in the brambles” (Noë, 2009, p. 69), arguing that a person is not a closed module of an autonomous whole. Developing this idea further, Noë states:

A person is not his or her brain and we are not locked up in a prison of our own ideas and sensations. We are out of our brains. Meaningful thought arises only for the whole animal dynamically engaged with its environment. Consciousness is not something that happens inside us: it is something that we

do, actively, in our dynamic interaction with the world around us. (Noë, 2009, p. 79).

In other words, our atmosphere is not separate from others. Our feelings and habits of thinking are part of a complex web that links us all together; it is our “ecology of thought”. This ecology is the living network of memory and awareness, one that is not limited to any single person but is in fact held collectively. Out of this ecology comes the collective atmosphere in which we all live and work (Isaacs, 2009).

Haugen considers language ecology as a science about interrelations between language and its environment, whereby by ‘environment’ he understands the society that speaks the same language. Language in general exists only in the speaker’s minds and functions in interactions with other social and natural environments. Language ecology depends on the people who learn, practice, and pass on to others (Haugen, 1972). This is one of the modern branches of linguistics formed by unifying social, psychological, and philosophical branches of linguistics.

### **Facebook Niche and Birthday Postings as Future-Oriented Actions**

The human’s signal system emerges from the interaction of the mind, body, and environmental interactions. The claim that language is biosocial signals a new epistemology based on understanding language as a biological phenomenon and our existence as taking shape in language for social interactions.

Language behavior is a result of distributed activities, that is, the dynamic systems or organisms and the environment. Language action is a physiological ability for social orientation. Compiling the senses of seeing, hearing, and touch, language functions to coordinate these actions into the information symbolic environment (Breskin, 2013). Though people have their own behavioral predispositions and are who they are, it is also undeniable that how an individual performs and acts depend on who he or she interacts with—plunging them into the stream of joint activity. Consequently, language is biological and social; it should be studied as individual action in the semiotic environment in correlated to the environment and to other individuals who are part of the corresponding environment.

This language interpretation corresponds to the understanding of perception as action, which can be traced to the American scholar, Gibson (1962), and to the Soviet scholar Zaporozhets (1967). This perspective is still popular in Russian psychology (Barabanshikov, 2002; Sergienko, 2006) and cognition in general; according to Maturana and Varela, cognition is action and action is cognition, in turn (Maturana & Varela, 1987). Language-action framework advocates

the coordination among people to get things done. Moreover, it supports the development and maintenance of social relationship and culture.

The understanding of action as aimed at a target phenomenon supports the idea that an aim is a central concept in any model behavior (Heisenberg, 1994). The important thing is that any action is mostly determined not by the previous events but by the required future result (Dewey, 1969). “Coherent individual action to adapt to something reflects the world in advance, a person’s activity is not a feedback on the past event, but a preparation for the future” (Alexandrov, 2009, p. 103). Thus, Facebook postings are directed to the future, if we consider birthday greetings, it is obvious that they are aimed at the future: to create a positive feeling of being important, cared for, and loved.

Posting birthday greetings on Facebook timelines is a linguistic action aimed at the future with an orienting function. It manifests itself in the influence of congratulations on the people celebrating their birthdays, that is, those people who received the congratulations on that day experience the pleasure or fun of the fact that somebody paid attention to them and greeted them. Pleasure is a basic psycho-physiological human need. The aim of psychological activity in general is to avoid displeasure and reach pleasure (Fechner, 1966).

Postings are indexical since they are contextualized by the stream of sensual phenomena. Internet postings are directed to the world, they become distributed, common, and global as a lot of Facebook users can read them. It is important to stress the causal interrelation of a newly created niche or environment (social net) and Facebook users, who act within this environment. As a result, specific symbolic systems are formed with the help of graphical, verbal, and non-verbal means.

Facebook as an environment observed in the article is a particular niche of Internet discourse. Through Maturana’s and Varela’s lens, we can understand this niche as a domain of interactions:

Living systems are units of interactions; they exist in an ambience. From a purely biological point of view they cannot be understood independently of that part of the ambience with which they interact: the niche; nor can the niche be defined independently of the living system that specifies it”. (Maturana & Varela, 1987, p. 9)

Studying Facebook’s verbal signs, we should take into account the factors of e-discourse niche of the social network. Being an observer, a niche is considered as a part of the environment where the participants interact with one another. Birthday greetings on Facebook are studied in correlation with an e-environment and Facebook users. It is important to mention that every social net has its constraints

and affordances or expansion of opportunities in expressing some information or birthday greeting in particular.

Facebook being very popular in the US and Europe was chosen as a reference point for linguo-cultural research analysis. Russian speaking people mostly use “Vkontakte”, though Russian cosmopolitan people are registered on Facebook too. Birthday greetings on the platform “Vkontakte” are mostly presented in the form of audio, video, or graphical ready-made birthday cards. Whereas on Facebook, users mostly write individual, here-and-now greetings (possibly because the options to use ready-made samples are restricted and audio possibilities are scarce). The more options that are allowed, the more these options are used, thus integrating one with another.

Studying the Facebook niche, we came to the conclusion that it allows posts to be of a reductionist nature. Abbreviations and word curtailment in the Internet environment is an overall tendency in order to economize language efforts. In the e-social networks, a special speech genre has been formed which is characterized by shortenings, abbreviations, and the use of brief texts (Marchenko, 2015). This can be traced in birthday greetings as well, for example: in American English, OMG (Oh My God), Happy B day (Happy Birthday), Happy birthday cuz (Happy birthday cousin), HB (Happy Birthday), HBD (Happy Birthday); in Russian, С днюхой (С днем рождения), др (день рождения); in French, Joyeux anniv (Joyeux anniversaire), bon annive (bon anniversaire), bonne annif (bon anniversaire).

It should be noted that German birthday greetings mostly lack abbreviations, which can perhaps be explained by the cultural values attached to such truncations: shortening a word might be regarded as a lack of respect, whereas in other cultures it is fairly accepted. In greetings posted by Russians there are some reductions but they are used rarely (2% in the analyzed e-greetings).

The reductionist character is witnessed in the short nominal form of a birthday greeting such as: “С Днём Рождения”, “Happy Birthday”, “Bon anniversaire”, “Alles Gutte”. This is explained by a fast city pulse and hectic lifestyle that results in lack of time, a lot of “friends”, “friends of friends”, etc. on Facebook most of which are just acquaintances who rarely meet or even interact.

Facebook environment prompts birthday posts to be simple, everyday-like, and arguably hackneyed. Cognitive effort and the strive for creativity are witnessed only when a birthday person is really important, valued, and appreciated by the greeter. Having hundreds and thousands of friends, it becomes impossible to write creative wishes on a daily basis.

The merging and interaction of spoken/colloquial

and written speech results in the emergence of spontaneous written speech which mimics the dynamics of a spoken exchange on different levels: graphical, lexical, grammatical, etc. Marchenko states that there is a tendency to transfer the sound of spoken speech by changing the spelling and forming a new ‘speech-like’ written text (Marchenko, 2013). Furthermore, electronic writing, though less emotional than speech, is acquiring more emotionality with the use of icons. To compensate for timber and accentuate parts of written speech, people also use the CAPSLOCK, a lot of exclamation marks, and letter repetitions: *HHAAPPPYY BBIIRRTTHHDDAAYY, AAMMAANNDDAA!!!! Have a BLESSED DAY !!! //С Днём Рождения!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!*

Whether an Internet-environment or a new virtual indexical niche – Facebook has become a part of mundane consciousness. Facebook is treated as a novel virtual indexical niche of everyday life with the orientating function. A person who makes a post influences or orients the cognitive domain of an observer. Any e-post presents a potential for e-discourse development or affordances, i.e. it affords the development of communication. Birthday greetings are personal expressions, in most cases they are not cut-&-paste greeting clichés, although they may seem like clichés because of their repetition; however, they are personal cultural short inscriptions. Most of them, as mentioned above, are standard phrases but some are creative, full of compliments or refer to some events experienced with a birthday person. The Facebook social network is used as an environment for extended language ecology with definite system of values.

## Results and Discussion

### Linguo-Cultural Analysis of Birthday Postings in Russian, German, American English, and French Languages

The section aims to analyze the specific features of birthday greeting postings by Russian, American English, German, and French Facebook users and study verbal behavior on Facebook to determine the information about the specific features of these people’s ways of thinking (from personality to society). Verbal behavior in the social net is regarded as a process or an action aimed at the change in psycho-physiological state of the recipient. Based on the verbal birthday postings, we believe that it is possible to single out some specific features of cultural mentality event perception of this holiday related to the psychological phenomenon of a person as a representative of a separate sociocultural sphere.

According to Alexandrov, learning activity and

forming an individual experience is culturally and genetically determined. People do not only speak different languages but think differently to reach one result: different brain activity has been registered and even different brain morphology (Alexandrov, 2013). Considering this, it is evident that the Facebook niche of language interactions is culturally dependent. People of different cultures interact and behave differently on the same social platform.

Luria, Vygotsky, and their followers speak about the cultural influence on the particular formation of a subjective experience that is currently well known. Cultural factors influence perception, cognition, and other psychological processes, including particularly language. In Alexandrov's work, *People, Cultures, Genes*, he argues for the co-evolution of genes and culture:

Extended theory of evolution includes environment or ecological heritability along with genetic one. A human creates a special environment and gene pool is influenced not only by physical environment but also by the environment created by that genome. A niche influences the selection of corresponding pools, the latter construct and reconstruct the niche, and this reconstructed niche favors the corresponding pools. (Alexandrov, 2014, p. 25)

The cultural aspect, along with the physical environment of Facebook, determines language activity in this social network. Any human activity is determined, dependent, and formed in the culture. The same social phenomena are perceived and interpreted differently by different cultural formations.

According to the Sapir-Whorf hypothesis of linguistic relativity, cognitive processes, such as thought and experience, may be influenced by the categories and patterns of the language a person speaks. Thus, language affects its speakers' worldview or cognition. Consequently, mental representations can be changed under the influence of language and cultural systems (Whorf, 1956). The mentality of different people influences their perception, categorization, and conceptualization of the same things and phenomena. Popova and Sternin consider that "national mentality is a national way of perception and understanding of the reality determined by the aggregate cognitive stereotypes of the nation" (Popova & Sternin, 2007, p. 59). Everything is culturally dependent and different languages generate different ways of seeing the world thus determining one's worldview.

Karasik says "language is one of the keys to the culture of society and the inner world of the person" (Karasik, 2009, p. 5). He further emphasizes that "a human's behavior is determined by the cultural values, situational circumstances and individual experience. Therefore, communicative behavior and knowledge

of the world can be explained by the triad – culture, situation, individual cognition" (Karasik, 2009, p. 6). Culturally determined Facebook users post different birthday greetings depending on the culture that they belong to, though performing one and the same act – offering congratulations.

Our case study, focused on Facebook birthday greeting posts by Russian, American, German, and French-speaking people, demonstrates the difference in the manner of congratulation. This paper is not intended to study the genre of greetings in detail. However, it is worth noting that this genre presents a prototypical model or a framework in the consciousness of a speaker, a set of speech rules and samples. These language and semiotic models are formed in a specific cultural environment and are passed on from one generation to another; they also give an idea how people think and behave in different cultures.

Dudkina compares the greeting genre in American and Russian cultures (Dudkina, 2011) and comes to the conclusion that Russian greetings are mostly performed on general or group occasions (New Year, Christmas, March 8, etc.) while American greetings are mostly on personal occasions (a new job, a graduation, etc.). However, any greeting is directed to a person and is conveyed on a particular occasion. In different cultures there can exist different occasions for congratulations because occasions and holidays are different and, even if they are the same, they can be perceived differently. For example, New Year in Russia is much more festive and important than in Europe and America where Christmas comes first and outshines New Year. Birthdays are celebrated in all the countries, but in Russia and Germany it is bad luck to congratulate a person in advance or celebrate it.

Texting on Facebook is value-oriented insofar as it touches upon everyday life and practices, is reflected in behavior patterns, and results in the choice of determinate actions (Hofstede, 2010). The choice of actions also includes the choice of verbal patterns. People from different cultures offer congratulations on birthdays in different ways as illustrated through the examined posts on Facebook timelines depending on their belonging to "Western" or "non-Western" cultures with the predominance of analytical and holistic thinking correspondingly. The division of cultures into "Western" and "Eastern" is conditioned not only by the territorial position, but also and mainly by the type of cognition. Nisbett et al. (2001) comparing the specifics of cognitive processes in different cultures came to the conclusion that Eastern countries use formal logics rarely and perceive the world as a continuity while Western countries have analytical thinking and focus on discrete and detached objects.

Following Alexandrov (2009) Russian way of

thinking belongs to the eastern cultures. Russian speakers on Facebook generally use abstract, general notions such as health, love, happiness, wealth, and prosperity, when the post birthday greetings:

*Анюта, с днем рождения!!!! Безграничного веселья тебе, успехов и любви!!!! Очень скучаю!* (Anjuta<sup>1</sup>, happy birthday!!! Endless happiness, luck and love!!! I miss you a lot!)  
*Леночка, С Днем Рождения!! Желаю тебе счастья!!* (Lenochka<sup>1</sup>, Happy Birthday! Wish you happiness!)

*Аня, поздравляю с Днем рождения!!! Улыбок, счастья, успехов, здоровья и хорошего настроения!* (Аня, happy Birthday!!! Smiles, happiness, luck, health and good mood!)

*Анечка, поздравляю с Днем Рождения! Всего самого прекрасного, успешного и позитивного в новом году!!!* (Anechka<sup>1</sup> congratulate you on your birthday! Wish you the most wonderful, successful and positive next year!!!)

*С Днем рождения, Олечка! В этот прекрасный весенний день поздравляю тебя и желаю всегда положительных и ярких эмоций! Здоровья крепкого! Успехов во всех благих делах! Пусть каждый день будет наполнен любовью и теплом родных и близких!* (Happy Birthday Olechka<sup>1</sup>! On this wonderful spring day I congratulate you and wish you positive and bright emotions! Strong health! Success in everything! May every day be filled with love and warmth of your close people's hearts!)

*Дорогая Анна!*

*Как говорить Поздно Чем Никогда, С Днем Рождения!*

*Желаю тебе Здоровья, Счастья, Большой Любви, Верных Друзей и Удачи во Всем!*

*С днем рождения! Любви, успехов, приятных сюрпризов, позитива без границ, увлекательных путешествий!* (Dear Anna! They say Better Late Than Never, Happy Birthday! Wish you Health, Happiness, Big Love, True Friends and Luck in Everything!)

The abstract, general values are interconnected (happiness presupposes health, love, and visa versa). This is the evidence of holistic way of thinking (perceiving the world as a whole) that is characteristic of Russian culture.

Holism is also witnessed in the Russian birthday greetings because they wish some positive things for the coming year or many years to come, normally a particular birth day is hardly ever mentioned. In the example below, the author of the greeting even stresses “not only today”.

*С днем рождения, начальник! Всего самого*

<sup>1</sup> Endearing use of the name

*доброто и желательно не только сегодня!* (Happy Birthday, boss! The best and kindest things and preferably not only today!)

Russian speakers greet their friends on Facebook in English traditionally wishing abstract and general notions. These greetings stand out from the others posted in English (see Fig. 1 below).

*Happy Birthday, dearest!! Wish you all the best I can only think of!!!*

*Happy Birthday! Luck, love, lots of laughter!!Happy Birthday! Luck, love, lots of laughter!!*

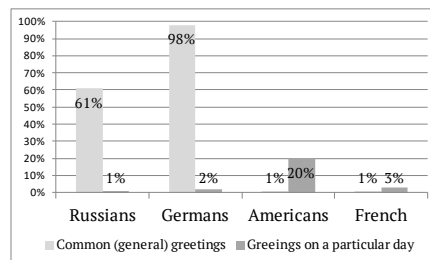


Figure 1. Common (general) birthday greetings vs greetings on a particular day.

It should be noted that if a person is very important, loved, and appreciated, and the addresser knows about the wishes, hobbies, preferences or the upcoming event in future, then the desired valuable things become concrete or specific, for example: people wish excellent vacation or rest on the sea, pass the exams successfully, find a true love, etc.

Greetings in the Russian language are generally long and various in content; the deserted nominal form “С днем рождения” (“Happy Birthday”) is rarely used. People normally express their wishes as great values and important greetings: in Russian culture it is not typical to simply write “happy birthday” since this can be perceived as expressing an indifferent attitude to a person (see Fig 2 below).

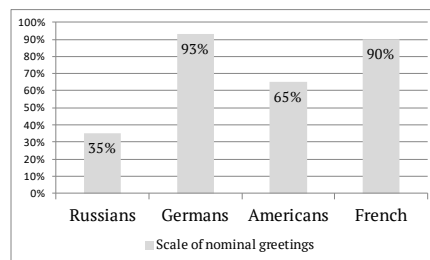


Figure 2. Nominal birthday greetings.

The The focus on personal relations, praise and individual features of a birthday person are illustrated in the following examples:

- “ты очень хороший человек” (you are a very nice person),
- “мне не хватает “культурной странички”” (I miss you “my cultural page of the book”),
- “Хочу, чтобы вы оставались таким же добрым и приветливым Человечком!” (Wish you to stay

- a kind hearted and friendly Person!),
- “Красотка!” (The beauty),
  - “Вы замечательный руководитель” (You are a wonderful boss),
  - “ты умница” (Clever girl!),
  - “красавица-русалочка” (a beautiful mermaid),
  - “оставайся всегда такой же молодой” (stay as young as you are);
  - “скучаю” (miss you),
  - “мне очень приятно, что именно вы преподаете у нас” (I enjoy your teaching very much),
  - “мы вас любим” (we love you)
  - *Анюта, с днем рождения!!!! Безграничного веселья тебе, успехов и любви!!!! Очень скучаю!* (Anjuta<sup>2</sup>, happy birthday!!! Endless happiness, luck and love!!! Miss you very much!)
  - *Анечка! С днем рождения! недавно вспоминала, как же мне не хватает «культурной странички» ☺ (Anechka<sup>3</sup>! Happy Birthday! I’ve recently remembered you and how much I miss “my cultural page of the book”)*
  - *Я желаю вам счастья, здоровья, послушных учеников! мне очень приятно, что именно вы преподаете у нас и дополнительно с нами со всеми занимаетесь! Я рада, что это вы! Хочу, чтобы вы оставались таким-же добрым и приветливым Человечком! Мы вас очень любим!!* (I wish you happiness, health, good students! I enjoy your teaching very much and your extra work with us! I am happy that we have you! Wish you to stay a kind hearted and friendly Person! We love you a lot!)

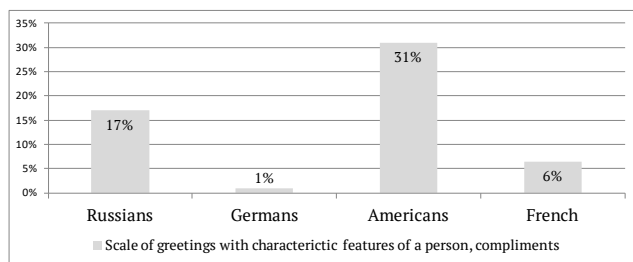


Figure 3. Birthday greetings with characteristic features of a person, compliments.

It is interesting that German-speaking Facebook users also usually wish abstract positive things (see Fig. 1 above). They usually post “*Alles Gute, alles Liebe zum Geburtstag*” (All the best and love, happy birthday). Normally they do not focus on the particular day; however, there are a few examples when they do:

- *Alles gute zum Geburstsg. Feier mal schön* (All the best. Happy birthday! Have a good party),
- *Alles Liebe zum Geburtstag! Genieß Deinen Tag...und Du hast heute sogar ne Extraportion Sonnenschein dazu bekommen! smile emoticon* (All

the best, Happy birthday! Enjoy your day and get extra sunshine for you!).

As was previously mentioned, most of the greetings are general:

- *Hallo Olaf, alles GUTE zum Geburtstag!* (Hello Olaf, all the BEST, happy birthday),
- *Herzlichen Glückwunsch und alles Gute .....*(Wish of happiness from the heart and all the best),
- *Alles Gute zum Geburtstag!!!* (all the best, happy birthday).

Most greetings even lack “*Zum Geburtstag*”, instead people use “*Alles Gute*”, “*Alles Liebe*”. These forms function simultaneously in the nominative function as happy birthday and in the “wish” function, that is, they are used to wish general good things (see Fig. 2 above). Out of 201 greetings analyzed, only 33 had the wordings “*Zum Geburtstag*”.

- *Alles Gute!* :) (All the best)
- *alles liebe* :) (All the love)
- *ois guade!* (All the best)
- *Hallo Julia, ich wünsche Dir alles alles Gute und Liebe zum Geburtstag!! Feier schön und lass es Dir gut gehen!! :-)* (Hello Julia, I wish you all the best, happy birthday!! Have a good party and let everything be good).
- *Alles alles Liebe zum Geburtstag, Julia:) Feier schön!* (All the best, happy birthday, Julia. Have a good party!)
- *Heymaus! Alles alles liebe und gute zum Geburtstag! Bleib so ne liebe Schnecke und va gesund! :-\** (Hey mouse<sup>4</sup>! All the best and all the love, happy birthday! Stay a lovely snail<sup>4</sup> and much health to you! :-\*).

The last example shows a personalized post that calls up personal features of the birthday person along with a positive evaluation and a wish for good health.

Given that Germany is undoubtedly a Western country a question appears: why do we witness a holistic type of thinking characteristic for most Eastern countries? Surprisingly but Germany is an example of a holistic type of thinking (Toomela, 2007; Ash, 1998; Harrington, 1995). It explains the appearance of such works by Leibnitz, Hegel, Shelling and others devoted to a holistic approach to science. Gestalt psychology (we view things as organized, structural wholes) appeared in Germany and is also regarded as the proof of holistic thinking (Alexandrov, 2013). Holistic approach is about the unity of cooperative and integrative objects and phenomena. “Western” and “non-Western” cognition should not be understood as a simple dichotomy. Foard and Kemler (1984) introduce analytical-holistic modus or continuum to confirm that some countries are not purely analytical or holistic but mixed or transitional. The following countries can be placed from analytic to holistic on a continuum: The USA – Western Europe –

<sup>2</sup> Endearing use of the name

<sup>3</sup> Endearing use of the name

<sup>4</sup> Endearing type of address (zoonisms)

Eastern and Central Europe (including Russia) – South East Asia (Varnum et al., 2008).

Revisiting the above-mentioned German birthday greetings and analyzing them in terms of how they express praise and personal relations with a birthday person, we found that most of the greetings are of a nominative character, the greeting itself is of great value (see Figure 3 above). By contrast, in American and French cultures the greetings are aimed at the particular day of birth and the wishes are directed to that special day (see Figure 1 above).

- *Joyeux anniversaire et belle journée ! Bises* (Happy Birthday and wish you a beautiful day! Kisses)
- *Joyeux anniversaire. toute belle journée.* (Happy Birthday and wish you a beautiful day.)
- *Joyeux anniversaire et très belle journée ! Bisous* (Happy Birthday and wish you a beautiful day! Kisses)
- Happy Birthday Amanda. Hope your day is great!!
- Happy Birthday. Have an awesome day.
- Happy birthday Amanda have a great day!
- Happy birthday to this sweet, beautiful lady and best friend! I hope you have the most fabulous day ever!! Love you darling!

This focus on the special day, in our opinion, can be explained by the analytical (Western) or taxonomic type of thinking, since the USA and Western Europe belong to “Western” cultures (Henrich et al., 2010; Grossmann & Varnum, 2011). Moreover, it is characteristic of the birthday language structure “Happy Birthday” and “*Joyeux Anniversaire*” where “day” or “*anniversaire*” are used in accusative, without preposition in comparison with dative in Russian and German “С Днем Рождения” (literary “with day of birthday”) and “*Zum Geburtstag*” (literary “with birth day”) correspondingly. The experiments were conducted by Buchtel&Norenzayan (2009) and proved that people who belong to “Western cultures” choose logic and rational types of decision making unlike people of “Eastern culture” led mostly by intuition. Henrich et al. (2010) conclude that a mature individual uses both cognitive systems (rationalism and intuition); however, a given culture uses more often one system at the expense of another when faced with some kind of decision-making problem. Holistics cultures are connected with collectivism while analytic cultures with individualism (Varnum et al., 2008; Uskul et al., 2008).

American birthday greetings are rich for praise and feelings, most are emotional and are about personal relations with a birthday person (see Figure 3 above).

- I want to wish the happiest of birthdays to Amanda Stewart - you are the best girlfriend in the world and I couldn't be happier to be by your side. Love you!
- Happy Birthday to one of the greats at CC. I appreciate ALL you do! Have a great day.
- Happy Birthday Homegirl :)I hope you have a day

as amazing as you are!!

- Happy birthday to one of my favorite people!!!!!!!!!!!! I hope you have a wonderful birthday!
- Happy birthday to you my amazingly talented friend. Hope you have an awesome day.
- Happy birthday to this sweet, beautiful lady and best friend! I hope you have the most fabulous day ever!! Love you darling!

French Facebook birthday greetings are very emotional and express love, which can be observed through the abundant use of emoticons (smiles, hearts, kisses) and a great number of exclamation mark. The word “kiss” (“bisous”, “bises”, “bosou”, “bisous”) is written very often; however, the spelling of this word is less important than the emotional state. In the following examples kisses are addressed not only to a birthday person but also to his family:

- *Bj Vincent, avec un peu d'avance je te souhaite un excellent anniversaire bisous a vous trois* (Hello Vincent, a little bit in advance I wish you an excellent birthday, kisses to three of you)
- *Bisous a toute la famille* (Kisses to all the family)

The use of reference such as “*mon Rico adore*” (my adorable Rico), “*mon Henrico d'amour*” (my beloved Henrico) shows us the desire to express special attitude to a birthday person. However, in comparison to American birthday greetings, the French greetings do not have as much praise and focus on personal relations (see Figure 3 above).

## Conclusion

To sum up, our study signals the usefulness of a new ecological paradigm in linguistics, wherein language is viewed as an action aimed at achieving future results (to make someone happy showing the significance of a person) and proceeds through the interaction of organism and environment. Language is regarded as a complex activity (holistic approach) where verbal performance is considered to be a part of distributed human activity, coordination between the dynamic system or organism and environment.

In conclusion Facebook birthday postings are considered as an artificial symbolic niche, in other words, a network of material structures for social interaction that comprises text messages, video, visual, or sound images put by users on their own or others' pages aimed at coordinating actions and triggering changes. Some of the features include the reduced character of the message, the use of abbreviations, simple structures, merging and interaction of written and spoken languages, and the use of graphical signs to convey emotions. The Facebook social network is used as an environment for extended, distributed,

and diverse ecology with definite culturally-oriented values. Verbal performance is considered to be a part of distributed human activity, coordination between the dynamic system or organism and environment.

Facebook birthday postings are a language action aimed at the future and have an orienting function (to influence and orient others, making a change in others, that is, to give a feeling of pleasure to a birthday person. Birthday greetings on Facebook are verbal actions in the niche of a virtual e-discourse and a part of everyday reality. They are culturally and environmentally dependent and determined. People of different cultures have different values, different manners of behavior in the Internet environment, and roughly fall into the division of holistic and analytical types of thinking. Russians and Germans predominantly have holistic thinking as it was stated by the scientists above and this is expressed in birthday postings of general character and wishes in general for upcoming year or years to come. Americans and the French have analytical thinking and their birthday posts are focused on that special day (they single it out). Most birthday postings are usually short and have one similar pattern. Americans use a lot of praise and stress personal relations. French postings are very emotional often expressing love and kisses.

Cross-cultural analysis of birthday posts is first introduced as an object of study. The research has its special significance because modern ecological and bio-socio approach in language science is applied empirically. Linguistic forms of birthday greetings recursively influence the perception of this event (a psycholinguistic phenomenon). This comparative work contributes to linguo-cultural research concerning the differences in perception and action (verbal birthday greetings).

Besides birthday events, other aspects of everyday life could be studied using material from Facebook. Research on e-discourse and the phenomenon of everyday life is an expanding sub-field in modern linguistics. Further study is needed on the emergence of e-discourse from personal posts in social networks and the development of communication as joint action. It could be fruitful to analyze the cultural and value-realizing peculiarities, the constraints of posts, as well as the psychological reasons for posting comments on FB. Spoken-like text types mediated by the Internet are becoming of great interest for linguists because it is a part and parcel of our everyday life.

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# A New Type of Lexicographic Product: Thesaurus of Text Strings. Field of EFL/ESL

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The “Thesaurus of Text Strings: The field of EFL/ESL” (TTS) is a structured collection of text fragments extracted from various texts, both printed and digital, that deal with teaching and learning English as a foreign or second language. While the sublanguage of ELF/ESL has been vastly discussed in literature, the TTS is a radically new type of dictionary due to the nature of its constituent objects, the text strings. A text string (TS) is a lexicographic object of unique status; as such, it has not been used before. It is different from all other objects traditionally treated in dictionaries of various types, such as words, collocations, idioms, proverbs and other reproducible linguistic units. TSs have been extracted from specialized texts, they are supposed to reflect the various aspects, even the minute ones, of the referential situations presented in the texts. The TSs in the Thesaurus are arranged mostly according to the conceptual structure of the Foreign Languages Teaching Methodology (a deductive logical procedure, ‘head – bottom’), but on the lower, more concrete, levels of analysis the TSs have to be grouped following the opposite logical direction, ‘bottom – up’ as the Teaching Methodology concepts prove to be too general to differentiate between finer meaning distinctions of numerous TSs. The TTS supplies a considerable amount of carefully structured professional information in language form. It is aimed primarily at teachers of English who are not native speakers of the language and who wish to make their professional communication in English more authentic. It can also be used in classroom activities with students who are preparing for teaching careers. Thus, a conclusion may be justified that the TTS has both the theoretical significance for lexicography and the practical value as a good professional teaching material. The TTS may also be meaningfully considered against the background of today’s Corpus Linguistics. Though not a ‘true’ corpus per se, it has certain features that are essentially similar to those of contemporary linguistic corpora.

*Keywords:* thesaurus, text string, ideographic dictionary structure, English teaching, corpus linguistics

The “Thesaurus of Text Strings: The field of EFL/ESL” (henceforth, TTS) has been conceived and developed in the 2000s-2010s at the English Department of Orel State University (Russia). At various stages of the work, the author was helped by alternating groups of undergraduate students (twenty-two young people) whose efforts were of immeasurable service and to whom sincere gratitude is due.

The TTS is a collection of minimally independent fragments of texts. The texts are specialized in that

they all deal with a special field in the language, so called ‘sublanguage’ (Gorodetski, 1988; Gorodetski, Raskin, 1971, pp. 13-24), namely, practice and theory of teaching English as a foreign or English as a second, language. The status of the text fragments, strings, will be discussed in this article later.

The concept of TTS originated as a response to the challenge of supplying English teachers (ETs) who are non-native English speakers with numerous systematized samples of professional speech that

might make their speech performance more authentic. True, there are numerous textbooks, teaching aids and web-sites that supply ETs with ideas, tips and recommendations for their professional activities. They may also be of help to those who aspire to improve their language knowledge and usage. Some ETs actually study them as well as they may study fiction, the media and other English-language sources to improve their language proficiency. However, few ETs, especially those who teach children in schools, can afford time and effort for regular and systematic studies on top of their busy schedules at work. Besides, regular studies may give a person knowledge and skills, while a reference aid can give them an immediate answer to the current question fast and with less effort. This is a function (one of many) of good dictionaries. The TTS has been developed with this function in mind. ETs are expected to be able to get ready-made phrases that represent elements of pedagogical situations evolving in the context of teaching or learning EFL/ESL.

Generally, the TTS functions like many other books of reference and dictionaries. What makes it different is the kind of linguistic objects that constitute its content, the text strings (TSs). A TS is a new lexicographic notion, it has never been used before in dictionary making.

### Lexicographic Properties of Text Strings

The usual item that is given in dictionaries is the word. In many languages the term for 'dictionary' includes a reference to that of 'word'. Compare, English 'wordbook' and other Germanic languages, e.g., German 'Woerterbuch', Dutch 'woordenboek', Norwegian 'ordbok', also, for Slavic languages, Russian 'slovo – slovarj', Czech, Slovak and Ukrainian 'slovník', Polish 'słownik', Bulgarian and Serbian 'rechnik' from 'rech' meaning *word*. Other languages show evidence of similar tendency, for instance, Hungarian 'szótar' from 'szó' or Tatar 'suzlek' from 'suz'. The notions of a dictionary and a word are closely related in human mentality, which is not surprising as the first dictionaries were in fact just collections of words.

Dictionaries can also comprise units longer than a word. There are dictionaries of collocations, idioms, proverbs, quotations, etc. The units presented in such dictionaries are basically unchangeable when used in speech or texts, lending themselves to grammar alterations in particular contexts; they are intrinsically associated with the dictionary 'head words' and are also reproducible with different degrees of probability. The TSs, which are also combinations of two or more words, have only *potential* ability to be reused in texts (reproducibility), their structure and composition is by far less rigid, besides, they have certain remnants of semantic connection with the type of texts they have

been drawn from (intertextuality).

In terms of traditionally viewed structure, a TS may be a 'free' combination of words, minimal (*class discussion, choose the topic*) or expanded (*determine the frequency of assessment*); it may coincide with collocations (*give homework*) or their expansions (*give homework orally; form debate teams in class*); it may coincide with a full sentence (*it is impossible to entirely eliminate the possibility of different answers; attention is paid to the nuances of speech delivery*) or be a part of a grammatically complete sentence (*be comfortable reading the dialogue; require that the content be related to the current lesson*). Thus, the 'traditional' principles of classification for combinations of words may be considered irrelevant for TSs. What is relevant is their relation to various aspects of the chosen sphere of language usage, the EFL/ESL teaching and learning. This relation is thematic in essence, which is ensured by the choice of source texts for extracting TSs. All these texts deal with EFL/ESL or with the broader theme of teaching foreign languages in general.

To ensure a better comprehension of the nature of TSs in TTS an example is given – a description of a typical way the TSs were extracted from a text. The procedure is not formalized and the choices are mostly made intuitively, the main criterion being the thematic property of TSs, which is supported by the thematic properties of the analyzed texts. To illustrate the process, the sample excerpt below is given from an article published by David Petrie on the *teachingenglish.org.uk* site. The likely "candidates" are numbered.

David Petrie: [1] Clickbait, memes and sharing the truth –[2] activities for digital literacies|

British Council - 25 November 2015

[3] One of Gavin Dudeney's recent articles on this site [4] explores the ideas of digital literacies [5] and emphasises the importance [6] of incorporating them |into your teaching|.

[7] In particular, [8] he looks at the four key digital literacies: focus on connections, on language, on information and on (re)design.

[9] This article presents a series of activities, [10] lessons and ideas [11] that you can take away and use with your classes [12] to help them develop some of these key skills. [13] Some of them you can make a part of your regular teaching practice, [14] others work better as standalone lessons.

[15] Hopefully they all work for you! [16] If you do try any of these ideas out, [17] do let us know [18] in the comments section below.

It can be readily seen that the above text extract is intuitively analyzed into eighteen parts and that these parts are structurally and thematically different. We have to decide which ones are to be added to our TSs

collection. String [1], if viewed by itself, does not have any specific relation to ELT, so we skip it. The same is true of [3], [7], [15], [17], [18]. Strings [2] and [16] are clearly relevant to EFL/ESL, so they are included in the TTS. Several strings need some editing. String [8] may be shortened by deleting the first three words (*he looks at*); also, it may be broken into five separate strings (*the key digital literacies; key digital literacy: focus on connections; key digital literacy: focus on language, key digital literacy: focus on information; key digital literacy: focus on (re)design*). Alternatively, string [8] may yield only two TSs (*the key digital literacies; focus on connections, on language, on information and on (re) design*). Further editing joins [9] and [10] into one TS, then the shortened [9] (without *This article presents*) with [10] and [11], and still another TS by joining the shortened [9], [11], and [12]. Strings [13] and [14] can be treated in a similar way.

The collected TSs refer to different areas of the referential field of EFL/ESL and represent them unevenly. There are approximately seven times as many TSs representing teaching materials and equipment than those denoting features of education system or results and achievements. This difference in numbers is not a deficiency of the collected corpus of TSs, It should be viewed as an indication of the popularity of different aspects of the referential field as they are treated in special literature.

### The Macrostructure of the Thesaurus

It is quite obvious that the extracted TSs cannot be arranged alphabetically, they are to be grouped together on the basis of semantic and/or thematic proximity (Keselman, 2003, p. 55). This requires working out classification principles that are called ideographic and that should embrace the concepts that comprise the field. Actually, attempts have been made to analyze 'the whole world', break it into component concepts and see how language reflects them by building 'a synoptic map of the world' (Karaulov, 1976, pp. 242-274). Similar ideographic arrangement of language units that represent the field of EFL/ESL became the foundation of the TTS structure.

Broadly speaking, the 'synoptic map' of our field may be borrowed from the system of concepts in the academic discipline of Foreign Languages Teaching Methodology (FLTM). The collection of all TSs is subdivided 12 large classes. Each of the classes is further divided into subclasses, which are further subdivided into groups. This deductive, 'top-to-bottom', classification corresponds to the conceptual structure of FLTM.

The 12 major classes are:

- 1) Education system, 2) Interdisciplinary relations,
- 3) Methodology, 4) Education, 5) Speech activities, 6)

Language aspects, 7) Knowledge, skills, experience (KSE), 8) Control, 9) Results and achievements, 10) Teaching materials and equipment, 11) Exercises, tasks, instructions, 12) Miscellaneous.

The whole classification chart of the TTS can be seen in the Appendix. Here, an example is provided of how one class is further subdivided. Class 7 Knowledge, Skills, Experience (KSE) has three subclasses: 7.1 Basic skills; 7.2 Background KSE; 7.3 KSE progress. Subclass 7.3 consists of two component parts (major groups) – 7.3.1 KSE progress according to speech activity types and 7.3.2 KSE progress according to language aspects. The chart in the mentioned Appendix does not show smaller groups of TSs that can be found in the main body of the TTS. A page from the TTS can serve as a good illustration of how major groups are further analyzed and how the TSs are presented in the book.

### 7.3.2 KSE Progress According to Language Aspects, see also 9.1

#### 7.3.2.1 Grammar, see also 3.1.2.1, 6.2, 7.1.2.1

- teacher activities
- learner activities
- structure
- development
- correction and control
- organization of the learning process
- teacher activities*
- ask questions that require the new structure
- ask the following questions
- ask the learners to use the new grammar
- be sure students understand meaning and use
- cut down on possible different interpretations
- dialogues can and should be used to reinforce and drill grammar lessons
- usual procedure is to teach the grammar and then add lexical items
- facilitate students' lexical and syntactic development
- help your students to see categories and patterns
- reinforce grammar lessons
- show the student how to do a drill
- different pattern drill types
- give a model to guide the transformation of information
- give grammatical explanation
- give several examples
- have a student repeat the line after you
- integrate types of questions
- integration of new vocabulary and forms
- learn structures by patterned oral repetition
- link grammar meaning with real things in the world
- / some rules from a book
- practise making questions by writing questions
- practise present perfect
- present with modeling

repeat the drill pattern until your students are able to do the exercise  
 the examples are given just as conveniences  
 scaffolding strategies are utilized to expand language experience  
 teach / re-teach structure when appropriate  
 teach from example  
 teach when to use a grammar point  
 use the discovery method to make a comparison  
 use the role of memorization  
learner activities  
 ask for a grammar rule  
 choose which of four or five alternatives has the same meaning  
 cover a lot of grammatical points quickly  
 discuss difficult sentences  
 make lists and use examples  
 meet and interiorise the grammar of a foreign language  
 refine grammar  
 repeat what they have heard  
 say the questions aloud  
 see how their parts fit together  
 see the written forms  
 simple repetition  
 syntax analysis  
structure  
 get a comprehensive picture of the target structures  
 manipulate the meaning of the grammar structure  
 note a significant difference between the two structures involved  
 students can also utilize new vocabulary or structures  
 studying both the similarities and differences between the two structures  
development  
 development of syntax  
 grammar development  
 reading input facilitates for the lexical and syntactic development  
 students improve grammar if they practise more often  
correction and control  
 error correction items are also useful for testing grammar  
 grammar should also be controlled  
 grammatical errors decreased significantly  
 learning the correct structure  
 practise with very little opportunity for error  
 repeat the drill pattern until your students are able to do the exercise without error  
 using correct grammar  
organization of the learning process  
 grammatical points are restricted by the content of the passage  
 repeated practice over a long period of time

rigorous schedule in terms of content and / or grammatical topics

**7.3.2.2 Vocabulary**, see also 3.1.2.2, 6.3, 7.1.2.2  
 vocabulary

**learner activities:** foreign-mother tongue; meaning; repeat; unknown words; vocabulary and structures; word

**teacher activities:** dialogue; drill; give; have; help; make; word and meaning; lexical items; teach; use; various activities

visuals

results

vocabulary

a lot of "active" vocabulary can be taught

acquire hundreds of thousands of phrasal lexical items

focus on developing vocabulary awareness

guarded vocabulary is somewhat of a catch-all phrase

incidental learning from context during free reading is the major mode of vocabulary acquisition

It should be noted that after the fourth numbered division level there are two more levels. They are important to make the material easily visible. One can also see that the TSs in some groups are cross-referenced. This is required by the nature of many TSs that, being multi-word units, lend themselves to various interpretations. Just compare the above given terminal group *structure* in 7.3.2.1 and the group *grammar structures* in 3.1.2.1 (class 3. *Methodology*, subclass *Goals and objectives of education*):

grammar structures

get enough practice with the structures

manipulate the meaning of the grammar structure

understand the meaning of the structures to which the students are introduced

correlate the structure with its meaning

teach to compose correct sentences and texts

This fact should not be understood as a classification deficiency. It is rather a demonstration of the complex interrelations between concepts in the field and their relative non-discreteness.

It should be mentioned that the grouping of TSs into clusters of the fifth and especially the sixth level went beyond the possibilities of the TFLM conceptual structure. The latter deals with the most essential and general phenomena in the theory and practice of foreign languages teaching and learning. Alternatively, thousands of the collected TSs present situations of TFL in a great variety of minute detail. Such TSs are grouped on the basis of similarity of their meanings, which means that the grouping was done according to the 'bottom – up' principle and the procedure was inductive.

### A View from the Corpus Linguistics Perspective

As mentioned before, the TTS is a collection of text fragments. In today's linguistic field the notion of *language units collection* is normally associated with that of dictionaries and linguistic corpora.

The work at the TTS started when corpora studies were not widely known, and still less practiced, in Russia. Nowadays, though, it sounds like a truism to say that Corpus Linguistics studies are popular and gaining attention and respect in this country as well as elsewhere in the world. The first modern linguistic corpus, the Brown University Standard Corpus of Present-day American English, was published in early 1960s (see Kucera & Francis, 1967). It is usually referred to as the Brown corpus, or simply, Brown. The appearance of the Brown Corpus was a momentous event both in linguistics per se and in many other fields associated with it. There appeared a number of studies of certain English-language phenomena, mostly grammatical in the beginning, and their behavior in speech (usage). As a linguistic tool, *Brown* was conducive to appearance of other corpora of English and other languages, thus favoring the avalanche-like development of Corpus Linguistics. The number and variety of new corpora proliferated spectacularly.

It should be pointed out that computers had been used in English-language lexicography projects even before Brown but mainly as assistant tools in handling the most tedious and time-consuming tasks in traditional dictionary making: preparations for the second edition of Oxford English Dictionary or for the first edition of Longman Dictionary of Contemporary English (1978) may be mentioned as two examples. In 1980 a multimillion corpus The Bank of English was initiated at Birmingham University by John Sinclair with the aim of collecting language-in-context evidence for a new dictionary (Collins COBUILD English Dictionary for Advanced Learners). Since that time, dictionary publishers have been making use of their own corpora, some of them comprising (nowadays) billions of words (referred to as *tokens* in Corpus Linguistics). Today, there are thousands of corpora in the world designed for various aims and various in size. See a comprehensive bibliography in (Xiao, 2008). See also the NOW corpus (2.8 billion words, automatically adds 4 million words each day) at <http://corpus.byu.edu/now/> and the CORE corpus (the first carefully categorized corpus of web registers) at <http://corpus.byu.edu/core/> - both released in May 2016. Whatever their peculiarities and differences, they are all digital, kept in computers and operated by (highly) sophisticated software.

Still, the IT aspect of contemporary corpora, though essential, is not their only important feature. Linguistic corpora are first and foremost collections

of language products, i.e. fixed elements of speech/texts (Saussurean *langage*). Sophisticated software may be instrumental in building and operating corpora, but the aims and results of corpora queries are finding out the *langage* evidence for language-usage generalizations, thus gaining insights into the psycho- and sociolinguistic, as well as structural, features of language. From this perspective, there is little, if any, *principal* difference between the present-day language-oriented corpora studies and the language studies in the previous, before-corpora times. The difference is nevertheless essential in that corpora query findings are by far more reliable and trustworthy than the previous statements about language made after looking at a number of examples on the basis of intuitive evaluation of the underlying principles and 'rules'. However bright and credible the previous grammars and dictionaries may appear, they seem less trustworthy than corpora studies and their statistically sound findings.

This is not to be understood as denying any validity to the "previous" language studies. Their significance has been, and still is, great in the development of our understanding of the intricacies of language. Moreover, it is the "previous" statements about language that have been treated as the hypotheses to be explored with the corpora tools. The pre-corpora work in many linguistic fields was very much like corpora studies lacking only in the quantitative dependability in intuition-guided conclusions. In fact, many collections of language materials may be assessed as 'pre-corpora corpora'. Various collections of quotations, proverbs, sayings, popular maxims, etc. may be viewed as paper-based corpora. Dictionaries of various types have always been produced using databases (collections of 'slips', cards, etc.) that look even more like raw corpora. No wonder dictionary publishers were the first businesses to join universities in developing linguistic corpora.

The foregoing considerations make it possible for us to look at the TTS from a corpus linguist perspective. The italicized words in the following paragraph are specific Corpus Linguistics terms that may produce interesting associations.

The TTS may be understood as a corpus of text fragments. It is *specialized* in that all source texts were about teaching or learning English as a foreign or second language. Unlike today's corpora, it is presented as a *list* structured after the hierarchy of pedagogical notions, namely, after the slightly modified notions of FLT. It is *not annotated*, but each string (text fragment) has a definite position in the hierarchy (cf. *tag*). It may be thought of as *balanced* in that the source texts were extracted from a variety of specialized publications – books, articles, textbooks, internet sites, but it does not present professional oral *speech*. It is not run by any kind of corpora software if

digitally published, but in that case it is quite possible to provide it with some hypertext links. In the book form (Keselman 2016), the TTS can be easily navigated with the help of detailed running heads on every page.

## Conclusion

The described dictionary is a new lexicographic product. It is new because it presents prepared fragments of speech (*langage*) as dictionary units, which have never been done before. Its significance may be assessed from two different points of view.

In lexicography, it introduces an essentially new type of unit that may be treated in a dictionary. The completion of the TTS serves as additional proof of the independent status of such units. It has been shown that the TSs' lexicographic properties are best discernable in a limited sphere of language usage (a sublanguage). The ideographic presentation of the material in the TTS also has certain theoretical peculiarities. It has been shown that it is possible to implement both principles of classification, deductive and inductive, depending on the number and nature of the classified units. The TTS may also serve as a sample of unconventional approach to dictionary compiling.

From another standpoint, the TTS may have considerable practical applications. It was conceived as a useful reference book for teachers of English as a foreign or second language who are not native speakers of English and who may have the need of communicating in writing with colleagues or professional publications staff. It may help them make their professional writing and speaking more authentic and fluent.

Still another merit of the TTS is that it can supply abundant language material for classroom tutorials in English and in FLT at pedagogical departments of universities.

Compared with modern corpora, the TTS is rather

small: there are more than 114,000 tokens in it and about 18,000 listed units or text strings. As a printed book, in comparison with traditional dictionaries, it is fairly large, a volume of 403 pages.

Whether small or large in size, the TTS has the merits of a pioneer project both for the theory of lexicography and for the teachers of EFL/ESL who would improve their professional language proficiency.

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**APPENDIX**

CLASSIFICATION CHART OF THE THESAURUS

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>1. Education system</li> <li>1.0 Education system</li> <li>1.1 Educational offices</li> <li>1.2 Stages of education</li> <li>1.3 Programs and standards</li> <li>1.4 Forms of education</li> <li>1.5 Content of education</li> <li>1.6 Functions of education</li> <li>2. Interdisciplinary relations</li> <li>2.1 Interdisciplinary relations with humanitarian sciences <ul style="list-style-type: none"> <li>2.1.1 Linguistics</li> <li>2.1.2 Psychology</li> <li>2.1.3 Sociology</li> <li>2.1.4 Countries and cultures</li> </ul> </li> <li>2.2 Interdisciplinary relations with technical sciences</li> <li>3. Methodology</li> <li>3.0 Methodology</li> <li>3.1 Goals and Objectives of education <ul style="list-style-type: none"> <li>3.1.1 Goals and objectives according to the speech activity types</li> <li>3.1.2 Goals and objectives according to the language aspects</li> </ul> </li> <li>3.2 Methods</li> <li>3.3 Techniques</li> <li>3.4 Approaches, strategies, principles, objectives</li> <li>3.5 Innovations</li> <li>3.6 Teacher-teacher interaction</li> <li>4. Education</li> <li>4.0 Education</li> <li>4.1 Organization and planning of education</li> <li>4.2 Participants of study <ul style="list-style-type: none"> <li>4.2.1 Peculiarities</li> <li>4.2.3 Influence on the participants</li> </ul> </li> <li>4.3 Psychological and pedagogical aspects of education <ul style="list-style-type: none"> <li>4.3.1 Outer conditions and atmosphere</li> <li>4.3.2 Learners' feelings and attitudes</li> <li>4.3.3 Influence of the teacher</li> </ul> </li> <li>4.4 Out-of-class work <ul style="list-style-type: none"> <li>4.4.1 Getting ready for the lesson</li> <li>4.4.2 Self-education</li> <li>4.4.3 Out-of-class activities</li> </ul> </li> <li>4.5 Class-work <ul style="list-style-type: none"> <li>4.5.1 Lesson types</li> <li>4.5.2 Stages of the lesson</li> <li>4.5.3 Teacher's activities</li> <li>4.5.4 Students' activities</li> </ul> </li> <li>5. Speech</li> </ul> | <ul style="list-style-type: none"> <li>5.1 Speech activities. Speaking, <ul style="list-style-type: none"> <li>5.1.1 Monologue</li> <li>5.1.2 Dialogue</li> <li>5.1.3 Prepared speech</li> <li>5.1.4 Unprepared speech</li> <li>5.1.5 Supported speech</li> <li>5.1.6 Unsupported speech</li> </ul> </li> <li>5.2 Speech activities. Listening <ul style="list-style-type: none"> <li>5.2.1 Supported listening</li> <li>5.2.2 Unsupported listening</li> </ul> </li> <li>5.3 Speech activities. Reading <ul style="list-style-type: none"> <li>5.3.1 Types of reading</li> <li>5.3.2 Reading technique and mechanisms</li> </ul> </li> <li>5.4 Speech activities. Writing <ul style="list-style-type: none"> <li>5.4.1 Types of written tasks</li> <li>5.4.2 Writing technique</li> </ul> </li> <li>5.5 Speech activities. Translation</li> <li>6. Language aspects</li> <li>6.0 Language aspects</li> <li>6.1 Language means and material</li> <li>6.2 Grammar <ul style="list-style-type: none"> <li>6.2.1 Grammar minimum</li> </ul> </li> <li>6.3 Vocabulary <ul style="list-style-type: none"> <li>6.3.1 Vocabulary minimum</li> <li>6.3.2 Lexical material</li> </ul> </li> <li>6.4 Phonetics, <ul style="list-style-type: none"> <li>6.4.1 Phonetic material</li> </ul> </li> <li>6.5 Language and speech <ul style="list-style-type: none"> <li>6.5.1 Aspects of pragmatics</li> <li>6.5.2 Text, see also 10.3</li> </ul> </li> <li>7. Knowledge, skills, experience (KSE)</li> <li>7.0 Knowledge, skills, experience (KSE)</li> <li>7.1 Basic skills <ul style="list-style-type: none"> <li>7.1.1 Basic KSE according to speech activity types</li> <li>7.1.2 Basic KSE according to language aspects</li> </ul> </li> <li>7.2 Background KSE</li> <li>7.3 KSE progress <ul style="list-style-type: none"> <li>7.3.1 KSE progress according to speech activity types</li> <li>7.3.2 KSE progress according to language aspects</li> </ul> </li> <li>8 Control</li> <li>8 0.Control <ul style="list-style-type: none"> <li>8.1 Objects of control</li> <li>8.2 Means of control</li> <li>8.3 Evaluation process <ul style="list-style-type: none"> <li>8.3.1 Self-evaluation</li> <li>8.3.2 Mutual evaluation</li> <li>8.3.3 Self-control</li> </ul> </li> <li>8.4 Mistakes and correction <ul style="list-style-type: none"> <li>8.4.1 Errors</li> </ul> </li> </ul> </li> </ul> |
|--|--|



- 8.4.2 Error correction
- 8.4.3 Error prevention
- 8.5 Language difficulties
- 9 Results and achievements
- 9.0 Results and achievements
- 9.1 Learner
- 9.2 Teacher
- 9.3 Activity
- 10. Teaching materials and equipment
- 10.0 Teaching materials and equipment
- 10.1 Basic teaching materials
- 10.1.1 Basic teaching materials for a teacher
- 10.1.2 Basic teaching materials for a learner
  
- 10.2 Dictionaries, guides, reference books
- 10.2.1 Dictionaries
- 10.2.2 Guides, reference books
- 10.3 Materials, texts and articles
- 10.3.1 Materials, texts and articles for reading classes
- 10.3.2 Materials, texts and articles for listening classes
- 10.4 Visual aids and supports
- 10.4.1 Usage of visual aids and supports
- 10.5 Technical means
- 10.5.1 Types of technical means
- 10.6 Usage of technical means
- 10.6.1 Audio
- 10.6.2 Visual
- 10.6.3 Audio-visual
  
- 10.6.4 Computer
- 11. Exercises, tasks, instructions
- 11.0 Exercises, tasks, instructions
- 11.1 ESL games
- 11.2 Communication oriented tasks and exercises
- 11.2.1 Drilling
- 11.2.2 Communicative
- 11.2.3 Semi-communicative
- 11.3 Tasks and exercises aimed at knowledge and experience progress
- 11.3.1 Imitative
- 11.3.2 Substitutional
- 11.4 Tasks and exercises according to speech activity types
- 11.4.1 Speaking
- 11.4.2 Listening
- 11.4.3 Reading
- 11.4.4 Writing
- 11.5 Tasks and exercises according to language aspects
- 11.5.1 Grammar
- 11.5.2 Vocabulary
- 11.5.3 Phonetics
- 11.6 Tasks and exercises according to form
- 11.6.1 Written
- 11.6.2 Oral
- 12. Miscellaneous

## Notes for contributors

1. Journal of Language and Education is an electronic journal of the National Research University Higher School of Economics (HSE), Russia.
  2. In order to ensure a worldwide readership, all articles submitted to Journal of Language and Education must be written in English (either British or American, but not mixed up). All publications are free of charge, and can be accessed on the Web site of the HSE.
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  5. The authors bear full responsibility for the content of the articles and the opinions expressed in them.
  6. Articles submitted must be unpublished, and cannot be simultaneously submitted to other journals.
  7. Manuscripts should be in MS Word format and conform to the formatting style of *Publication Manual of the American Psychological Association (APA) 6th Edition*.
  8. Structure: the main manuscript document should be organized as follows:
    - (1) **Title**
    - (2) **List authors' full names** (first-name, middle-name, and last-name).
    - (3) **Affiliations of authors** (department and institution).
    - (4) **E-mails**
    - (5) **Abstract:** The abstract shouldn't be less than 150 words but not more than 300 words. The keywords should be less than 10 (for guidelines regarding abstracts, please see the JLE's How to write a scientific abstract).
    - (6) **Abbreviations:** Abbreviation should be used only for non standard and very long terms.
    - (7) **Introduction:** The statement of the problem should be stated in the introduction in a clear and concise manner.
    - (8) **Theoretical background**
    - (9) **Research, Materials / Participants and Methods:** Materials and methods should be clearly presented to allow the reproduction of the experiments. All articles published in JLE must make strong empirical contributions.
    - (10) **Results and discussion:** Results and discussion maybe combined into a single section. Results and discussion may also be presented separately if necessary.
    - (11) **Conclusion**
    - (12) **References**
- Note: JLE recommends 6000 or more word count, excluding title page, legends, and references.**
- Please, do not hesitate to email us in case of any questions: [jle@hse.ru](mailto:jle@hse.ru)

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