

**РОССИЙСКИЙ УНИВЕРСИТЕТ ДРУЖБЫ НАРОДОВ**  
**Экономический факультет**  
**Кафедра иностранных языков**  
**Некоммерческое партнерство**  
**«НАЦИОНАЛЬНОЕ ОБЪЕДИНЕНИЕ**  
**ПРЕПОДАВАТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ ДЕЛОВОГО И**  
**ПРОФЕССИОНАЛЬНОГО**  
**ОБЩЕНИЯ В СФЕРЕ БИЗНЕСА»**

**2306-1286 (Print)**

**2541-7614 (Online)**

---

**ВОПРОСЫ**  
**ПРИКЛАДНОЙ**  
**ЛИНГВИСТИКИ**

---

**Выпуск 2 (38)**

**Москва**

**2020**

Учредитель

«Некоммерческое партнерство «Национальное Объединение  
Преподавателей Иностранных Языков Делового и Профессионального  
Общшения в сфере бизнеса»

**ЧЛЕНЫ РЕДАКЦИОННОГО СОВЕТА:**

- Малюга Е.Н.*, академик РАЕН, доктор филологических наук,  
профессор (ответственный редактор, Москва, РУДН),  
*Бауэр Карин*, доктор, профессор (Канада, университет Макгилла),  
*Битти Кен*, доктор, профессор (США, Университет Анахайм)  
*Доллерун Кай*, доктор, профессор (Дания, Копенгагенский ун-т),  
*Клюканов И.Э.*, доктор филологических наук, профессор (США, Восточно-Вашингтонский  
университет)  
*Круглов Алекс*, доктор филологических наук, профессор (Великобритания, Университетский  
колледж Лондона),  
*О’Дауд Роберт*, доктор, профессор (Испания, Леонский университет),  
*Томалин Барри*, профессор (Великобритания, Лондонская дипломатическая академия),  
*Ханзен Фолькмар*, доктор, профессор (Германия, ун-т Дюссельдорфа),  
*Александрова О.В.*, академик РАЕН, доктор филологических наук, профессор (Москва, МГУ),  
*Волкова З.Н.*, доктор филологических наук, профессор (Москва, УРАО),  
*Дмитренко Т.А.*, академик МАНПО, доктор педагогических наук, профессор (Москва, МПГУ),  
*Лебедева И.С.*, кандидат филологических наук, доцент (Москва, МГЛУ),  
*Михеева Н.Ф.*, академик МАН ВШ, доктор филологических наук, профессор (Москва, РУДН),  
*Назарова Т.Б.*, доктор филологических наук, профессор (Москва, МГУ),  
*Пономаренко Е.В.*, академик РАЕН, доктор филологических наук, профессор (Москва, МГИМО  
(Университет) МИД России)  
*Радченко О.А.*, доктор филологических наук, профессор (Москва, МГЛУ),  
*Харьковская А.А.*, кандидат филологических наук, профессор (Самара, СамГУ),  
*Храмченко Д.С.*, доктор филологических наук, профессор (Москва, МГИМО (Университет) МИД  
России),  
*Шевлякова Д.А.*, доктор культурологии, профессор (Москва, МГУ).

Материалы посвящены актуальным проблемам преподавания иностранного языка делового общения, современным тенденциям профессионально-ориентированного обучения иностранным языкам, использованию новых информационных технологий в учебном процессе, стратегиям обучения переводу в неязыковом ВУЗе, актуальным проблемам современной лингвистики. Тексты материалов печатаются в авторской редакции. Журнал индексируется в базе РИНЦ, Google Scholar, Ulrich’s Periodicals, Crossref, EBSCO.

Адрес редакции: 117198, г. Москва, ул. Миклухо-Маклая, д. 6

**2306-1286 (Print)**

**2541-7614 (Online)**

**<https://doi.org/10.25076/vpl.38>**

© Российский университет дружбы народов,

Издательство, 2020

© Коллектив авторов, 2020

**PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA**  
**Faculty of Economics**  
**Department of Foreign Languages**  
Non-profit organization  
«THE BUSINESS AND VOCATIONAL FOREIGN LANGUAGES TEACHERS  
NATIONAL ASSOCIATION»

**2306-1286 (Print)**

**2541-7614 (Online)**

---

**ISSUES**  
**OF APPLIED**  
**LINGUISTICS**

---

**Issue 2 (38)**

**Moscow**

**2020**

Non-profit organization “The Business and Vocational Foreign Languages Teachers National Association”

**EDITORIAL BOARD MEMBERS:**

*Malyuga E.N.*, Academician of Russian Academy of Natural Sciences, Dr. of Philology, Prof. (Editor-in-chief. Moscow, Peoples’ Friendship University of Russia),  
*Bauer Karin* PhD Prof. (Canada, University McGill),  
*Beatty Ken* Prof. Dr. (USA, Anaheim University)  
*Dollerup Cay* PhD Prof. (Denmark, University of Copenhagen),  
*Klyukanov Igor* Prof. (USA, Eastern Washington University),  
*Krouglov Alex*, Prof. Dr. (Great Britain, University College London),  
*O’Dowd Robert* Prof. Dr. (Spain, University of León)  
*Tomalin Barry* Prof. (Great Britain, London Academy of Diplomacy),  
*Hansen Volkmar* Prof. Dr. (Germany, University of Duesseldorf),  
*Alexandrova O.V.*, Academician of Russian Academy of Natural Sciences, Dr. of Philology, Prof. (Moscow, Moscow State University),  
*Volkova Z.N.*, Dr. of Philology, Prof. (Moscow, University of Russian Academy of Education),  
*Dmitrenko T.A.*, Academician of International Academy of Science and Higher School, Dr. of Pedagogy, Prof. (Moscow, Moscow State Pedagogical University),  
*Lebedeva I.S.*, Cand. of Sc. (Philology), Assoc. Prof. (Moscow State Linguistic University)  
*Mikheeva N.F.*, Academician of International Academy of Science and Higher School, Dr. of Philology, Prof. (Moscow, Peoples’ Friendship University of Russia),  
*Nazarova T.B.*, Dr. of Philology, Prof. (Moscow, Moscow State University),  
*Ponomarenko E.V.*, Academician of Russian Academy of Natural Sciences, Dr. of Philology, Prof. (Moscow, MGIMO University),  
*Radchenko O.A.*, Dr. of Philology, Prof. (Moscow, Moscow State Linguistic University),  
*Kharkovskaya A.A.*, Cand. of Sc. (Philology), Prof. (Samara, Samara State University),  
*Khramchenko D.S.*, Dr. of Philology, Prof. (Moscow, MGIMO University),  
*Shevlyakova D.A.*, Dr., Prof. (Moscow, Moscow State University).

Address: 117198, Moscow, Miklukho-Maklaya, 6

The Journal is indexed in Russian Science Citation Index, Google Scholar, Ulrich’s Periodicals, Crossref, EBSCO.

## СОДЕРЖАНИЕ

<i>ЦИМОРОТА Б.</i> Чтение сказок в обучении иностранному языку младших школьников в греческой частной школе	7
<i>АВРАМЕНКО А.П., ДАВЫДОВА М.А.</i> Интегрированные письменные задания как средство повышения аутентичности в обучении иностранному языку	25
<i>ДМИТРЕНКО Т.А., ГОРОДНИЧЕВ И.М.</i> Преподавание британского и американского вариантов английского языка с учётом особенностей британской и американской культур	43
<i>ЛЕБЕДЕВА И. С., ФЕДОРОВА П. К.</i> Вежливость в конфликтном дискурсе	76
<i>ПРОКЛОВ Р.И.</i> Формирование негативного имиджа в бразильском политическом дискурсе	94
<i>РОМАНОВА И. Д.</i> Модель личности и персуазивное воздействие в рекламе	114

## CONTENTS

<i>TZIMOROTA BARBARA</i> Supplementing a coursebook with stories for a group of junior learners in a private foreign language school in Greece	7
<i>AVRAMENKO A.P., DAVYDOVA M.A.</i> Integrated writing tasks as a means of increasing the authenticity of the learning process	25
<i>DMITRENKO T. A., GORODNICHEVI. M.</i> Teaching of British and American variants of the English language with reference to peculiarities of British and American cultures	43
<i>LEBEDEVA I. S., FEDOROVA P.K.</i> Politeness in conflict discourse	76
<i>PROKLOV R.I.</i> Negative image formation in Brazilian political discourse	94
<i>ROMANOVA I. D.</i> Human types and persuasion in advertising	114

УДК 327

<https://doi.org/10.25076/vpl.38.01>

Барбара Циморота

Греческая федерация владельцев школ иностранных языков  
(PALSO), Греция

### **ЧТЕНИЕ СКАЗОК В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ МЛАДШИХ ШКОЛЬНИКОВ В ГРЕЧЕСКОЙ ЧАСТНОЙ ШКОЛЕ**

*Основная цель данного кейса - представить, как сборники сказок можно использовать вместе с учебником на занятиях для создания благоприятной и мотивирующей учебной среды. В частности, в статье анализируется, как сборники сказок применяются в качестве «средства обучения» для группы учащихся от 8 до 15 лет в частной школе иностранных языков. Применение такого метода подкрепляется теорией овладения первым и вторым иностранным языком, и имеет дополнительные преимущества для изучающих иностранный язык, если они выбраны надлежащим образом и адекватно используются в классе. В кейсе автор выясняет, может ли чтение сказок способствовать обучению языку без принуждения. В результате выдвигаются предложения о интеграции сказок в школьный учебный план после более тщательного исследования.*

*Ключевые слова: овладение языком, парадигма литературного чтения, сказительство.*

UDC 327

<https://doi.org/10.25076/vpl.38.01>

Barbara Tziorota

Panhellenic Federation of Foreign Language School Owners  
(PALSO), Greece

### **SUPPLEMENTING A COURSEBOOK WITH STORIES FOR A GROUP OF B JUNIOR LEARNERS IN A PRIVATE FOREIGN LANGUAGE SCHOOL IN GREECE**

*The primary purpose of this case study is to present how storybooks*

*can be used parallel to a coursebook in the classroom to create a supportive and motivating learning environment. In particular, it illustrates the way storybooks function as a 'learning tool' for a group of fifteen eight to ten year old students in a private foreign language school. The use of stories is supported by theories concerning first and second language acquisition, but also justified by further benefits they bring to foreign language learners if they are chosen appropriately and exploited adequately in the classroom. The case study will try to demonstrate whether storytelling can promote language acquisition unforcefully or not. It concludes with the suggestion of integrating stories into a school's syllabus design after more thorough research.*

*Keywords: language acquisition, story-based framework, storytelling.*

### **Introduction**

One of the most difficult situations a teacher of young learners probably faces is how to motivate them and sustain their interest levels high, and as a result, create optimal conditions and opportunities for learning to take place. Very often teachers find themselves trapped in materials that teach grammar, vocabulary, functions or language skills quite satisfactorily, but nonetheless the learners do not embrace them with the anticipated enthusiasm and interest. Recent research has addressed the question of the impact of storytelling on the development of skills and the promotion of language acquisition in a relaxing and supportive environment.

Keeping these facts in mind, the primary purpose of this case study is to examine the way stories were integrated with the coursebook framework and the effect they had on a group of fifteen eight to ten-year-old learners' competence. The implementation of the story-based framework took place in a private foreign language school in Grevena where learners have been taught English for two years. Data was gathered by means of two questionnaires: the first questionnaire was conducted at the beginning of the course to support the implementation of the story-based framework, while the second one reveals the beneficial influence of stories on learners.

### **Profile of the target group**

The research was conducted in a private foreign language school in Grevena, Northern Greece, in which the researcher was the teacher of

the class. The group consists of fifteen learners, ten girls and five boys between 8 and 10 years of age, who have been learning English for two years and their language level is beginner. Two students are Albanians and the rest of them Greek. Interestingly enough, four of the students are also learning another foreign language – German – at primary school.

#### **A description of the coursebook and its limitations**

The students attend English classes four times a week: two sessions of one and a half teaching hours (75') when they use 'Primary Colours 2' by Cambridge University Press, and a one hour session (50') when they are taught grammar by means of photocopies. They also have a computer session once a week (50') when they revise language from the coursebook, play word games and do crosswords.

The coursebook comprises of a student's book, an activity book, a companion, a teacher's, audio cassettes and flashcards. There is a welcome unit and six topic-based units, four lessons each, as well as a storyline with the same characters living adventures that unfolds in the three lessons of each unit, whereas the fourth lesson is a story complete and coherent in each unit.

The fact that students showed enthusiasm for the stories in the coursebook, along with the fact that they were tired with the grammar class, necessitated some alterations to be made in the existent syllabus. The teacher's initial thought was to substitute the grammar session with a storybook and use it as a means to teach language in a natural, friendly way. Therefore, the coursebook framework and the story - based framework would run parallel throughout the year to guarantee best results.

#### **The questionnaire carried out with the class**

However, in order to blend new elements within the current framework, careful research needs to be carried out to collect as much data as possible regarding the learners in question, and to make sure that any alterations are well-supported and verified.

Thus, a questionnaire was distributed among the learners to collect information that would justify the changes. The B junior class in question, completed the Greek version of the questionnaire to provide invaluable data about their learning, since their knowledge of the English language is still elementary.

#### **Findings of the questionnaire**

As it was expected, the questionnaire provided helpful information to draw a complete profile of the learners in question. Particularly, the fact that students enjoyed reading in both languages, their preference for storybooks, adventure books and fairy tales and jokes, together with the high regularity of reading showed by students, indicated that the teacher should reorganize classroom materials around the students' interests to achieve best results, that is incorporate reading texts the students found interesting on a regular basis (Brewster et al, 2002: 186).

The use of storybooks learners are familiar with in their mother tongue would be a chance to improve their reading skills, make inferences about unknown words based on context or background knowledge ('schemata'), and would also provide extra listening practice which the learners need. Finally the altered syllabus would have to include even more songs, stories, fairy-tales, CD, video, group work and project work, all in the top of the students' preferences so as to get them more involved in learning.

#### **Methodological background**

##### **The behaviourist model**

One can trace the first attempt to explain language acquisition to behaviourists, represented mainly by Skinner (1957), whose idea of 'conditioning of the human behaviour' was extended to the acquisition of human language as well. For behaviourists the model 'stimulus – response – reinforcement' (Hadaway et al, 2002, p. 25) accounts for the way people acquire human language the way it does for other forms of behaviour. Skinner (1957) assumes that children imitate what they see, hear or experience and behave likewise. Of course the kind and the amount of reinforcement they receive from the environment will encourage the children to produce even more correct language. The importance of the Skinnerian practices in the EFL classroom within the story based framework are well grounded. Stories contain a lot of repetitive patterns, language that reoccurs, and rhymes which are an excellent chance for the children to join in (Browne, 1996, p. 80; Brumfit et al, 1991, p. 159; Hadaway et al, 2002, p. 41).

##### **The innatist theory**

Contrary to the view that language is acquired by responding to external stimuli, innatists believe that language acquisition is

predetermined and is hardly affected by the linguistic environment that surrounds the learner. Abiding by Chomsky (1959), the most fervent supporter of the innatist approach, children are 'prewired' to learn a language, they are biologically programmed to discover the rules of the language, since their internal mechanism enables them to: the Language Acquisition Device (LAD).

The fact that innatists view grammar as being central in language acquisition is compatible with the way stories are organised thematically and temporarily: there is a sequence of events arranged in chronological order, linked by cause and effect relationship, that unfold gradually, lead to a climax and finally to resolution, all within discourse (Cameron, 2001, p. 162; Lazar, 1993, p. 73). What is mostly remarkable however, is the fact that the language of stories is presented in context rather than in isolated sentences and is thematically structured and temporarily linked, therefore more memorable (Cameron, 2001, p. 160 – 161). Language items are subconsciously acquired or reinforced in a meaningful context (Brewster et al, 1991, p. 159).

#### **Stages of cognitive development according to Piaget**

The interactionist Piaget (1951) undermined the theory of Behaviourism because it viewed language as a subject's response to external stimuli only. For him language acquisition is the result of the child's innate mental capacities that determine language development in combination with the linguistic environment. In his own account, during childhood the children go through different stages of cognitive development which determine the language they produce.

In terms of stories, children can become active 'sense – makers' since they use the background knowledge they already possess ('schemata' as defined in Richards, 1990, p. 51) to 'accommodate' and 'assimilate' new ideas (Brewster et al, 1991, p. 158; Garvie, 1990, p. 55). Stories activate children's thought, present contextualized language and promote language acquisition, especially if the children already know them in their mother tongue. However, the teacher should bear in mind Piaget's cognitive stages as to make sure the child is ready to accept the new knowledge, is at the right cognitive and language level.

#### **Social Constructivism**

Unlike Piaget who neglected the importance of language in

children's development, Vygotsky (1978) places significant emphasis on the role the social context plays in the development of human language. Related to him is the concept of the Zone of Proximal Development (ZPD) which refers to what a child can achieve alone, and what he / she can do while interacting with more competent speakers like a parent or a teacher.

Parents or teachers should 'scaffold' a child's understanding gradually and steadily – just like constructing a house – until it finally stands up independently (Pollard, 1997, p. 125 as quoted in Andrews et al, 2000, unit 1, p. 3). 'Good scaffolding' should be tuned with the learner's needs and, as the child proceeds and becomes more competent, it should be adjusted and finally minimized.

In view of the constructivist theory discussed above, stories constitute an ideal opportunity for teachers to 'scaffold' their learners' knowledge, since the notion of 'scaffolding' has been transferred to the classroom, too. Bruner (1983 in Cameron, 2001, p. 9 – 10) appreciates the reading of stories to children from babyhood onwards by parents but by teachers as well.

#### **Gardner's theory of Multiple Intelligence**

Another precondition for successful 'scaffolding', is to take into account the learners' variable features reminding us of Gardner's (1983) 'Multiple Intelligence Theory' and the different types of learners. Based on Gardner's theory as analysed by Puchta & Rinvolutri (2005, p. 7 – 19), stories can offer ample opportunities for language development: students can listen to a story told, read a story, retell a story, discuss it with other students or the teacher in class (linguistic and interpersonal intelligence), relate it to their own experience (intrapersonal intelligence), sing songs or listen to background music and effects accompanying a story on CD (musical intelligence), act the story out (bodily – kinaesthetic and spatial intelligence).

#### **The benefits of using storybooks in the classroom**

##### **Reading for pleasure**

Perhaps the most important value of stories lies in the fact that a pleasant and anxiety – free atmosphere is created which facilitates language learning, since learners feel free to experiment with the target language. Stories are motivating and fun and allow learners to experience language in a childlike fashion, through play, amusing

characters living adventures, and as a result acquire it unconsciously without noticing.

#### **Personal involvement**

Apart from the entertainment element stories carry, their value lies also in the way they reveal students' feelings and emotions, and the way students associate these feelings with second language (Brewster et al, 2002, p. 187; Wright, 1999, p. 47). Medlicott (1993, p. 7) notices that stories can be an 'intense relief' for children learning languages because there is a 'journey of feeling which expands and completes itself in the sound of voice'. Stories help students get to know themselves better because they place themselves in the characters' position, they feel the emotions the protagonists experience or hear their voices, they sympathize their dilemmas getting personally involved and 'entering into the story' (Browne, 1996, p. 64).

#### ***Social awareness***

Other than getting the students personally involved, stories promote strong bonds within the 'storytelling community' among students and the teacher. Wright (1999, p. 47) suggests that 'stories invite empathy and sharing between students in class, and later between the students and other users of English they meet'. Students spend time together in class: listening to a story told by the teacher, exchanging ideas, feelings, opening up to others. Brewster et al (2002, p. 187) advocate that listening to a story in class 'provokes a shared response of laughter, sadness, excitement and anticipation', while Scott & Ytreberg (1990, p. 55) admit that sharing stories in class is a good starting point for encouraging reading among learners.

#### **Development of imagination**

It goes without saying that the beneficial aspect of stories lies also in the way they excite and promote children's imagination. During childhood the boundaries between the real and the imaginary world overlap and children try to make sense of the world around them through fantasy and imagine how it would be different. Halliwell (1992, p. 7) advocates that teachers should build on imagination in the language classroom as a means to teach, simply because nothing is absurd in a child's world; even a dinosaur can make a perfect pet for a child.

#### **Cultural awareness**

Another parametre worth considering is the cultural sensitivity

stories bring about in learners. While listening to or reading stories children come in contact with other cultures, traditions, beliefs and behaviours. They move away from a monocultural perspective and can compare cultures (Brewster et al, 2002, p. 187), get to know others and the world more fully (Browne, 1996, p. 64; Brumfit & Carter, 1986, p. 25) and discover differences or similarities between themselves and other people (Ellis, 1999, p. 17). An illustrative example is provided by Wright (1999, p. 47), who cites different versions of how the story of Little Red Riding Hood ends to manifest different cultural perceptions: in the traditional French version LRRH plays a trick on the wolf and gets away, but in a Liverpool women's version LRRH and her grandma kill the wolf, skin it and wear its coat.

#### **Human values**

The importance of storybooks in the foreign language classroom lies also in their embodiment of human values and morals. Collie & Slater (1987, p. 3) ascertain that literature abounds in human values which are enduring rather than ephemeral. For instance, the Shakespearean characters are explored nowadays for their psychoanalytical profiles. Cameron (2001, p. 161) supports that every story told has a moral to teach. For example, the traditional story of LRRH has two morals: that children should listen to and obey their parents but also that wickedness will be overcome in the end.

#### **Curriculum links**

Stories can also be used to expand and consolidate other subject areas across the curriculum (Brewster et al, 2002, p. 187). A very successful implementation of this idea is provided by Hadaway et al (2002, p. 252 – 267) who integrate literature, maths, geography and art under the 'umbrella' theme of weather. More specifically, students discuss weather phenomena and weather disasters in different parts of the world brainstorming ideas or surfing the internet (geography). They record weather statistics on a chart or in a graph (maths), read poems about weather and weather images and moods (literature), or make a collage of weather words and pictures cut from magazines and newspapers (art).

#### **Development of literacy and oracy skills**

Undoubtedly the ultimate goal achieved by using storybooks in the classroom is the development of the four skills. Starting from the reading skill, students receive ample practice through stories to get to

know the mechanics of reading and develop reading strategies. In writing students can tell their own stories and give shape to their experiences. They may write a review of a story they read or a few paragraphs using stylistic features of the story (Lazar, 1993, p. 86) or even write a story from a different perspective or rewrite the ending of it. Just like in reading, storybooks can develop children's listening strategies and speaking skills. They can discuss about the cover and the title of the storybook, exchange information about the author's life or events in their own country during the period of the story (Lazar, 1993, p. 84), act out the story (Cameron, 2001, p. 176).

#### **Criteria for selecting storybooks**

##### **Readability**

The first linguistic criterion to take into consideration is 'readability', that is the story should be the right level of difficulty concerning grammar, structures, functions, vocabulary, rhythm and pattern. As Ellis & Brewster (1991, p. 12 – 13) point out, a teacher should choose storybooks whose language is neither too difficult, nor too easy for the learners, abundant in structures, functions and vocabulary that do not intimidate learners as being too difficult but rather provide a positive learning experience.

##### **Suitability**

Another criterion that influences the language teacher in his / her choice of storybooks is the suitability of content. Abiding by Ellis & Brewster (1991, p. 12 – 13) a good storybook should be 'relevant, interesting, amusing and memorable' to the learners; in other words 'inspiring, entertaining or thought provoking' (Browne, 1996, p. 71). Wright (1995, p. 11) advises teachers to choose stories that will attract the learners' interest from the very beginning and which the children will be able to understand so as to enjoy them. Another dimension of the 'suitability' criterion is that of human values and attitudes projected in the story. The extent to which children agree and accept values and behaviours exploited by the characters in the story is worth considering.

##### **Cultural appropriacy**

Linked to the above criterion is the one of 'cultural appropriacy' which draws our attention to the cultural information contained in storybooks. Brewster et al (2002, p. 190 – 191) and Ellis & Brewster (1991, p. 162 – 163), suggest that storybooks should not contain obscure cultural references or be too culture specific because they may

puzzle the young learners. Parker & Parker (in Brumfit et al, 1991, p. 186), propose using storybooks learners are familiar with in their mother tongue, or books written by the teacher of the class who knows the students' needs best.

#### **Accessibility**

Another factor important in maintaining motivation levels high is 'accessibility' of the book. Elements such as the front cover, colours, the quality of paper, photographs and overall designs, illustrations, graphs and letter size – all external features – can appeal to the children's visual sense and increase their eagerness to read the book. An interesting point is raised by Browne (1996, p. 67) who considers picture books as the ideal storybooks for very young learners, exactly because they combine text and visuals and they release children's feelings and perspectives.

#### **Variety and Length**

It goes without saying that variety in storybooks is important, too. Young learners get bored easily and lose interest, so storybooks with a variety of language, style, characters and topics are likely to keep them alert. Browne (1996, p. 73) suggests that a storybook contain a range of characters (e.g. male / female, young / old), language (e.g. repetitive / non-repetitive, longer text / simple text), styles (e.g. simple, sincere, humourous), content (e.g. fantasy / real life, fiction / non-fiction) as to embark the learners on a 'rich reading journey'.

Apart from variety, the storybook should not be too long but manageable for young learners, without long descriptive passages (Brumfit in Brumfit et al, 1991, p. 189). It should also maintain a balance between dialogue (suitable for acting out) and narrative (repetitive language that encourages participation) (Cameron, 2001, p. 168).

#### **Exploitability**

One final key issue worth considering when choosing stories is 'exploitability' i.e. whether the storybook used provides enough opportunities for activities to develop language. The educational potential of storybooks lies in the extent to which teachers can promote learners' learning strategies, how they can develop and integrate all four skills, how they can link stories with other subjects in the curriculum and accommodate all learning styles, and cater for multiple intelligences (Brewster et al, 2002, p. 190 – 191).The selection of

storybooks based on the above criteria is bound to generate students' interest in learning.

### **Considerations when applying a story – based framework in the classroom**

#### **Reading or telling a story**

There is no doubt that the teacher is the most powerful person in the storytelling process. A teacher can choose whether to read a story while students follow in their books – which is the most traditional way of story delivery – or whether to tell a story based on prepared notes or a diagram. A preferable technique is for the teacher to have some key points in diagrammatic form or skeleton, which serve as a starting point, but also allow him / her freedom to improvise telling the story, watching the students' reactions and maintaining eye contact (Morgan & Rinvolutri, 1988, p. 8 – 9; Wright, 1995, p. 12).

#### **Seating arrangements**

Another way for the teacher to establish adequate eye contact with the students is to have them sit on the floor in a circle around him / her. This way, all students can see the teacher's face, observe any facial expressions or body movements, and look at the illustrations of the book the teacher holds (Brewster et al, 2002, p. 197). Wright (1995, p. 13) and Vale & Feunten (1995, p. 203) admit that this seating arrangement brings students and teachers closer, creating an impression of the teacher as an equal in the group.

#### **Establishing rapport**

Since listening to a story is not only listening to a text but rather 'feeling' it with the senses, it is important to create an atmosphere and draw children in. Rowshan (1997, p. 44 – 48) admits that children must be in a 'receptive frame of mind' and trust the teacher completely when reading a book, and a way to manage this is to choose a quiet time of the day to tell stories (e.g. bedtime at home), or do some relaxation exercises in class before storytelling, a technique also favoured by Morgan & Rinvolutri (1988, p. 10).

#### **Voice**

Other than these, the teacher can put students in a 'story frame of mind' – to borrow Wright's term (1995, p. 13) – by making full use of his / her own potential. Rinvolutri (1998, p. 17 – 18) discusses how a teacher's voice (directionality, pitch, volume and tempo being its constituents) can facilitate students' perception of the story and

transcend them to an imaginary world.

### **Body movements and facial expressions**

Linked to the importance of a teacher's voice are the body movements and facial expressions a teacher uses as means to support storytelling. Brewster et al (2002, p. 197), Morgan and Rinvoluceri (1988, p. 8), and Wright (1995, p. 17) admit that using gestures, mime, vivid facial expressions, slow and simple movements, rephrasing or adjusting the telling of a story, following the students' reactions and looking them in the eyes, can increase their involvement and understanding of it.

### **Mother tongue**

Of course some use of the mother tongue might be necessary at times, especially if the children are at a beginners level (Brewster et al 1991, p. 23). Very young learners get discouraged quite easily, and in order to prevent this from happening, a teacher should make them feel comfortable with the target language – even by resorting to mother tongue when necessary.

### **Pauses**

Another point worth considering for the teacher is the use of pauses while telling a story. It is vital to give students time to reflect on the story, to browse at pictures, to predict what will happen next. Hearne (2005, p. 39 – 47) praises silent pauses in storytelling because they allow both the listener time to internalize the story, but also the storyteller to improvise, to reflect on the audience's reactions (ibid, p.41), and resembles silence in a story with space in an image, dynamic and essential (ibid, p. 43).

### **Realia**

Another way a teacher can improve his / her storytelling techniques is to use 'realia' i.e. real objects in the classroom to create an atmosphere. Wright (1995, p. 14) advises that a teacher carry a 'storybag' in the classroom with objects related to the story (e.g. puppets, toy animals, pictures), or dress up for storytelling, an idea also shared by Morgan & Rinvoluceri (1988, p. 10) Likewise, Browne (1996, p. 81 – 82) suggests that such 'story sacks' containing the picture book, games, soft toys and tapes, can encourage children to enjoy story reading and explore storybooks.

### **Assessing storytelling techniques**

Finally, a teacher should spend some time evaluating his / her

storytelling techniques as to achieve best results. Brewster et al (2002, p. 201) and Ellis & Brewster (1991, p. 31) provide a useful self - assessment sheet on how a teacher can assess the techniques used while telling a story, covering aspects such as intonation, pronunciation, stress, rhythm and pupil participation. Similarly, Wright (1995, p. 20) provides a checklist for editing a teacher's storytelling craft. Obviously this can make a teacher more reflective and knowledgeable of how to improve storytelling in classroom as to serve learners' needs better.

### **Study and results**

#### **Storybook selection**

The two storybooks 'Snow White' and 'Goldilocks and the three bears' seem to be compatible with the criteria for selecting storybooks as discussed. More specifically, the stories seem to be appropriate for the learners' language level as they contain simple grammatical structures and restricted vocabulary (up to 200 words). Snow White and 'Goldilocks and the three bears' contain a lot of repetition, which encourages participation in the story (Cameron, 2001, p. 63).

Another parametre by which the stories were chosen was 'suitability'. The two storybooks are most probably suitable for the learners' age and interests, they touch upon topics 'within their experience of life and are conceptually accessible' (Williams, 1998, p. 6). Moreover, young children can understand the morals hidden in the two stories: that they should never trust strangers (Snow White) or intervene in other peoples' private life (Goldilocks and the three bears). A further advantage of the two storybooks selected might be the fact that most students know them in their mother tongue already and as a result comprehend the stories in English more easily.

Finally, the stories can be exploited in many ways. They can provide a meaningful context for both grammar and vocabulary practice as plenty of purposeful and meaningful activities can derive from the texts (Brewster et al 2001, p. 187). Moreover, they are likely to be an excellent opportunity to practise and integrate all four skills.

#### **Changes in the teacher's teaching practices**

Obviously the alternative method of teaching required a great deal of willingness on behalf of the teacher to change her teaching practices. First and foremost the teacher had to change seating arrangements in class: the traditional rows of desks with students sitting one behind another were replaced by a round table, suitable for activities, and a

colourful carpet on the floor, where students sat to listen to their teacher tell the story. This new arrangement of the class brought the students closer, put them in a 'story frame of mind' (Morgan & Rinvoluceri, 1988, p. 10; Wright, 1995, p. 13) and enabled the teacher to have eye contact with all the students and show them visuals to support the delivery of the story.

Perhaps the biggest challenge the teacher faced during this new approach was the new role she employed. Moving away from teaching mere grammatical structures, vocabulary and skills with the help of the coursebook, she discovered new possibilities of her own teaching potential. For instance, she understood that the storybook was a 'magic tool' in her hands and she could transmit this magic to the kids and transcend them to an imaginary world.

Another way the stories helped the teacher improve herself was that she had to devote ample time preparing for the lesson. Initially she had to prepare notes and key points to help her remember the story and she had to rehearse beforehand (Morgan & Rinvoluceri, 1998, p. 8 – 9; Wright, 1995, p. 12). It was also essential to have a range of 'realia' and music handy in order to motivate learners.

#### **Benefits for the students**

Looking back at the 'experimental course', the learners seem to have benefited in many ways. First of all, it offered them plenty of opportunities to develop their listening skills. Regarding the speaking benefits, the stories seem to have offered the appropriate 'input' for the learners to convert it into 'output'. Their speaking time increased as they were actively involved in storytelling even during the teacher's delivery of the story. Moreover, they discussed with the teacher and the rest of the class about the morals of the stories or the behaviour of the characters. As far as their reading skills are concerned, the students received ample practice during the story sessions. They had an opportunity to employ different reading strategies so as to comprehend the texts. Last but not least, the linguistic merits of the 'experimental course' were evident in the students' progress in writing. The stories provided the learners with a meaningful context within which to write a paragraph with prompts or guidance.

Apart from the linguistic benefits the stories encouraged social interaction in the classroom and supported collaborative talk. Meanwhile, the students realized that they had to work with peers to

decide on the answers to tasks, exchange ideas and think critically. It was most remarkable that weaker students probably benefited most since they were helped by more capable ones in the group and the team spirit was evident.

Linked to this social collaboration is the development of the learners' autonomy and independence. Session by session the children became less teacher – dependent as they worked in small groups or pairs. They began to use dictionaries, encyclopedias, magazines and discovered things themselves. Although the teacher had selected the stories and had planned the tasks, she was no longer the dominant figure in the classroom but rather a 'facilitator' supporting learners only when needed.

#### **The learners' evaluation of the story sessions**

The students' reactions to the new course are of extreme importance as well. After the course the learners filled in a questionnaire in order to evaluate their own progress with the use of storybooks. The linguistic benefits the students acquired were also acknowledged by them. The vast majority admitted that the stories helped them develop their grammar, vocabulary, pronunciation, fluency and even memory.

What was most rewarding, however, was the fact that students extended their reading beyond the classroom. They read the storybooks at home again but also got engaged in reading other English and Greek books at home. On the whole, they viewed learning English with the help of a storybook as a fun, rewarding and challenging experience and expressed their willingness to continue this.

#### **Further suggestions**

The course lasted eight months. It seemed to be a challenging and rewarding experience for both the teacher and the students based on their observations and data collected. However, the limitations of this study should be taken into account and some suggestions be made.

Firstly, this case study seemed to work well with a particular group of students in a particular teaching context. It does not mean it would provide with the same results in all public or private schools all over Greece unless tried out. Secondly, in order to make generalizations, the story-based framework would have to be incorporated in the official course of study of the private or public school, from the first to the final year of tuition, and be tried out for a longer period of time to a larger number of learners. This means that some issues need to be taken into

consideration before the experimental study such as, the learners' needs, whether the story-based framework would run along with the coursebook framework, the number of hours that would be devoted to the stories, whether the class size and physical shape could serve story sessions, or how parents would react to the new approach.

Another limitation of this case study lies in the story-based framework itself. Unlike a coursebook which is always supplemented with components, a storybook is hardly accompanied by any other components other than a CD or a cassette. As a result, the teacher has to plan lessons, carefully devise tasks and activities with no guidance, which can be strenuous and time consuming, especially for inexperienced teachers.

Other than this, students were not involved in the story selection process. It would be a good idea for teachers to carry out a survey at the beginning of the school year asking students to suggest some stories they would like to be taught. This would enhance their motivation and interest to learn and make them more independent over their own learning.

Finally, more careful evaluation of the story sessions is necessary in order to come to conclusions. On the one hand, teachers could provide invaluable information while observing their classes regularly and more closely: for instance, keeping a class diary, with observations on students' reactions to the story and the class, completing self-assessment sheets on their own storytelling techniques, recording story sessions.

### **Conclusion**

In conclusion this case study has addressed the question of using storybooks parallel to a coursebook to teach English effectively. In the present study, stories were manipulated as a learning tool for a group of fifteen eight to ten-year-old students in a private foreign language school in Greece and they seem to have improved their linguistic knowledge, communicative competence, social and cognitive development.

In short, this case study sought to provide a way to supplement a coursebook framework with stories in order to promote language acquisition in a challenging and enjoyable way. There is strong evidence to suggest that stories should be embraced by curriculum developers and be included in the school curriculum on a wider scale in

order to reveal their beneficial impact on promoting language acquisition.

#### References

- Andrews, J., Hunter, M., & O' Brien, T. (2000). *Teaching English to Young Learners* (Vol 1). Patras: Hellenic Open University.
- Brewster, J., Ellis, G. & Girard, D. (1991). *The Primary English Teacher's Guide*. UK: Penguin Books.
- Brewster, J., Ellis, G. & Girard, D. (2002). *The Primary English Teacher's Guide*. UK: Pearson Education Ltd.
- Browne, A. (1996). *Developing Language and Literacy*. UK: Paul Chapman Publishing Ltd.
- Bruner, J. (1983). *Child's Talk: Learning to Use Language*. Oxford: Oxford University Press.
- Brumfit, C. J. & Carter, R. A. (1986). *Literature and Language Teaching*. Oxford: Oxford University Press.
- Brumfit, C., Moon, J. & Tongue, R. (1991). *Teaching English to Children*. UK: Collins ELT.
- Cameron, L. (2001). *Teaching Language to Young Learners*. Cambridge: Cambridge University Press.
- Chomsky, N. (1959). Review of verbal behaviour. *Language*, 35(2), 26 – 58.
- Collie, J. & Slater, S. (1987). *Literature in the Language Classroom*. Cambridge: Cambridge University Press.
- Ellis, G. & Brewster, J. (1991). *The Storytelling Handbook for Primary Teachers*. UK: Penguin Books.
- Ellis, G. (1999). Children's literature as a means of developing metacognitive awareness. *Young Learners Special Interest Group Newsletter*. Whitstable: IATEFL Publications.
- Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books Inc.
- Garvie, E. (1990). *Story as Vehicle: Teaching English to Young Children*. Clevedon: Multilingual Matters.
- Hadaway, N., Vardell, S. & Young, T. (2002). *Literature – Based Instruction with English Language Learners*. USA : Pearson Education Company.
- Halliwell, S. (1992). *Teaching English in the Primary Classroom*. UK: Longman.

- Hearne, B. (2005). The Bones of Story. *The Horn Book Magazine*. Boston: The Horn Book, INC, LXXXI (1).
- Lazar, G. (1993). *Literature and Language Teaching*. UK: Cambridge University Press.
- Medlicott, M. (1993). The Oral Tradition and Storytelling. *Teaching Issues*, May 1993.
- Morgan, J. & Rinvoluceri, M. (1988). *Once Upon a Time*. Cambridge: Cambridge University Press.
- Parker, R. & Parker, R. (1991). Real reading needs real books. Brumfit, C. Moon, J. & Tongue, R. (Eds.), (1991). *Teaching English to Children*. UK: Collins ELT.
- Piaget, J. (1951). *Plays, Dreams and Imagination*. New York: Norton.
- Pollard, A. (1997). *Reflective Teaching in the Primary School*. London: Cassell (3<sup>rd</sup> ed).
- Puchta, H. & Rinvoluceri, M. (2005). *Multiple Intelligences*. Helbling.
- Richards, J. C. (1990). *The Language Teaching Matrix*. Cambridge: Cambridge University Press.
- Rinvoluceri, M. (1998). The teacher's voice. *English Teaching Professional*. London: Modern English Publishing Ltd, (6).
- Rowshan, A. (1997). *Telling Tales*. Oxford: One World Publications.
- Scott, W. & Ytreberg, L. (1990). *Teaching English to Children*. UK: Longman.
- Skinner, B. (1957). *Verbal Behaviour*. New York: Appleton – Century – Crofts.
- Vale, D. & Feunteun, A. (1995). *Teaching Children English*. Cambridge: Cambridge University Press.
- Vygotsky, L. (1978). *Mind in Society*. Cambridge, Massachusetts HS: Harvard University Press.
- Williams, M. (1998). Ten principles for teaching English to young learners. *ELT NEWS*, 34. British Council Austria and TEA.
- Wright, A. (1995). *Storytelling with children*. Oxford: Oxford University Press.
- Wright, A. (1999). Stories and their importance in language teaching. *The Second European Conference*. Katerini: Palso Association of Macedonia Thrace.

УДК 372.881.1

<https://doi.org/10.25076/vpl.38.02>

А.П. Авраменко, М.А. Давыдова

Московский государственный университет имени М.В.  
Ломоносова

### **ИНТЕГРИРОВАННЫЕ ПИСЬМЕННЫЕ ЗАДАНИЯ КАК СРЕДСТВО ПОВЫШЕНИЯ АУТЕНТИЧНОСТИ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ**

*В статье рассматривается специфика интегрированных заданий на письмо и их дидактический потенциал в процессе обучения иностранному языку. Представлен обзор различных подходов к определению сущности анализируемых заданий, описана их типология в зависимости от предлагаемых опор, а также раскрыта номенклатура необходимых умений и навыков, позволяющих успешно выполнять данный тип заданий. Отдельное внимание уделяется когнитивным процессам, задействованным при выполнении интегрированных заданий на письмо. В частности, освещается проблема клипового мышления, подразумевающая трудности при аналитической обработке большого объема информации и дальнейшего порождения собственных высказываний. Важной чертой работы является подход к рассмотрению интегрированных письменных заданий через призму понятий «медиация» и «медиативные умения». Новизна работы также заключается в рассмотрении интегрированных заданий как инструмента интенсификации аутентичности учебного процесса, что предполагает возможность имплементации полученных знаний, умений и навыков не только в академической среде, но и в процессе повседневной практики, что в свою очередь отвечает требованиям компетентностного подхода. Практическая часть статьи посвящена описанию результатов эксперимента, в рамках которого были проведены занятия в старшей школе, направленные на обучение учащихся 10 и 11 классов продуцированию интегрированных письменных заданий. В заключение делается вывод, что в школьной программе следует уделять больше внимания рассматриваемому формату*

письменных заданий.

*Ключевые слова:* интегрированные письменные задания, интегрированные умения, аутентичность, мультимодальные источники информации, критическое мышление, медиация, медиативные умения.

**UDC 372.881.1**

**<https://doi.org/10.25076/vpl.38.02>**

**A.P. Avramenko, M.A. Davydova**

**Lomonosov Moscow State University**

### **INTEGRATED WRITING TASKS AS A MEANS OF INCREASING THE AUTHENTICITY OF THE LEARNING PROCESS**

*The article discusses the specifics of integrated writing tasks and their didactic potential in teaching a foreign language. It presents a review of various approaches to the tasks under consideration, describes their typology depending on the proposed supports, and outlines a set of certain skills and abilities needed to successfully complete these tasks. Special attention is paid to the cognitive processes involved in completing integrated writing tasks. In particular, the authors dwell upon the problem of clip thinking, which accounts for the difficulties in processing a large amount of information and generating statements based on the data analyzed. The empirical part of the paper centers on the results of the experiment carried out among high school students and aimed at teaching integrated writing skills. A distinctive feature of the paper is the approach to the integrated writing tasks perceived through the prism of the concepts of “mediation” and “mediation skills”. The novelty of the work also lies in the fact that the integrated tasks are seen as a tool to intensify the authenticity of the learning process, which implies implementing the acquired knowledge, skills and abilities not only in the academic environment, but also in everyday practices. The overall results reveal that integrated writing skills need to be trained within the school curriculum on a more regular basis.*

*Keywords:* integrated writing tasks, integrated skills, authenticity, multiple sources, critical thinking, mediation, mediation skills.

## **Introduction**

Writing used to be perceived as a discrete skill to acquire, which resulted in tests, including writing-only task constructs. Nonetheless, in recent years integrated writing tasks have gained popularity and have been included in such high-stakes tests as TOEFL (Test of English as a Foreign Language). Notably, many Russian academic contests in English followed this trend by integrating the assessment of writing skills with source materials to fall back on, such as reading or/and listening input. The rationale behind this tendency is attributable to the fact that in real life writing requires an individual to employ multiple sources. In other words, integrated writing tasks allow for the authenticity of tasks. Apart from authenticity issues, many scholars remark that integrated writing tasks 'improve the measurement of test-takers' writing abilities, create positive washback on teaching and learning' (Gebriel, 2009). Furthermore, as argued by some researchers, they serve as a contributory factor to increasing test fairness and supply learners with content to rely on while writing.

Since integrated writing practices embrace the combination of receptive and productive skills, it is appropriate to resort to the word "competencies" instead of skills. In this connection, it is reasonable to refer to CEFR (Common European Framework of references), in which one can find an exhaustive description of competencies divided into communicative and general language competences. Within this paradigm, language users are perceived as social actors who interact with both others and the environment performing different tasks in accordance with the communicational setting. This reference tool also places a special emphasis on the concept of mediation, which can occur both within one language or can be cross-linguistic. This concept implies the ability to process and convey information emerging from different sources. For example, it may pertain to transforming non-linear texts (graphs, diagrams) into a linear text. Mediation features can be traced in integrated writing practices since one has to take notes while listening to the audio or video inputs before processing the ideas heard in the written form and /or has to articulate his or her opinion towards the source text. In other words, one should approach the source material with a fair amount of criticism and analysis. This, in its turn, raises the question of critical thinking development being central to the

learning process and teaching integrated writing in particular.

#### **Literature review**

Scholars and researches employ a variety of terms to refer to integrated writing tasks: 1) reading-to-write tasks, 2) listening-to-write tasks, 3) writing from source materials, 4) source dependent writing tasks, 5) integrated writing tasks based on listening / reading, 6) writing in response to audio or print source materials, 7) reading-writing and listening-writing tasks etc. As is obvious from the terms listed above, a variety of tasks falls under the umbrella of integrated activities. Thus, a line of research is devoted to the analyses of different types of integrated writing that are mainly restricted to the source dependent tasks based on the reading input and those that rely upon audio input (Alderson, 2009; Plakans, 2012). For some scholars writing based on non-linear texts also pertains to integrated tasks (Yang, 2012).

Various views on the writing construct raise the question of defining what integrated writing tasks represent. In this connection, it should be noted that there is a lack of precise and comprehensive definition (Knoch & Sitajalabhorn, 2013). According to Ascención Delaney (2008), integrated writing tasks can be described as 'instructional tasks that combine reading and writing for various educational purposes' (Ascención Delaney, 2008). Plakans approached these tasks from a broader angle through incorporating listening skills. So, integrated writing pertains to the tasks which 'elicit writing performance that involve other abilities such as reading or listening' (Plakans, 2010). Finally, one of the most exhaustive definitions was suggested by Cumming (2013) who sees integrated writing tasks as those that would have students 'produce written compositions that display appropriate and meaningful uses of and orientations to source evidence, both conceptually (in terms of apprehending, synthesizing, and presenting source ideas) and textually (in terms of stylistic conventions for presenting, citing, and acknowledging sources)' (Cumming et al., 2013). In other words, integrated writing activities require students to properly comprehend and process ideas expressed in the source and articulate these ideas in the written form referring to the source appropriately without appropriating the thoughts that belong to someone else. Therefore, integrated writing tasks represent a complex cognitive and analytical process.

The type of the integrated writing task is based on the construct

underlying it. In this regard, most scholars flag that source dependent writing tasks should possess certain features to be considered integrated. Namely, this type of task needs to meet the following requirements: 1) it should contain a substantial proportion of language to ensure the integration of skills while completing the task; 2) the language of the stimulus should be adequately transformed (Gebriel, 2010). To this end, some researchers note that the above-mentioned writing task based on graphs cannot be regarded as integrated since the source material is not rich in language with learners solely relying upon their language repertoire but not employing integrated skills.

Knoch and Sitajalabhorn posit that another feature critical to integrated writing tasks lies in the fact that the rating scale should be reflective of the task construct (Knoch & Sitajalabhorn, 2013). In other words, the assessment criteria need to properly measure a set of skills required to complete the task.

Another line of research focuses on the cognitive processes employed during integrated writing tasks completion (Ohta, 2018). On the whole, studies revealed that source materials exert a multifunctional role through being a means of 1) searching and selecting ideas from the input texts; 2) synthesizing ideas; 3) altering the input language to be used in the written text; 4) deciding on a particular organizational structure; 5) merging ideas of the input text with one's own.

Other research works address the task characteristics influencing task complexity and consequently performance on writing assignments (Cho et al., 2013). These variables may pertain to the topic of the input material, its length, the type of task based on the source material, the mode of presentation of the source material, etc. Some studies focus specifically on the influence of source material characteristics on summarization effectiveness (Homayounzadeh, et al., 2019). Namely, it is said that writers with lower proficiency levels often resort to patchwriting (copying the information from the input) whereas their more proficient cohorts employ the techniques of paraphrasing the ideas of the source material.

Some studies look into the extent to which borrowing from the source material occurs (Weigle, 2004). It is noted that the conventions of referring to the source material play a pivotal part in academic writing and therefore can display the level of writing ability.

Another research agenda, which requires further foregrounding as

remarked by Plakans (2010), pertains to drawing a comparison between independent and integrated writing tasks in terms of the final written products. Referring to other researchers Plakans contends that the two types of writing tasks coincide in terms of final scores. However, the points that are proven to differ across the tasks refer to certain characteristics of writing, including grammatical accuracy, development and rhetorical structure (Plakans, 2010). This research echoes the study conducted by Cumming et al. (2005) who explored the differences in written discourse provided by the examinees of TOEFL for independent and integrated writing tasks. The results revealed that the discourse of the two tasks differs significantly in terms of 'lexical sophistication', 'syntactic complexity', 'argument structure', 'voice in source evidence' and 'message in source evidence' (Cumming et al. 2005). The study indicates that the examinees tend to write more extended and original texts while attending to independent writing tasks as compared to integrated tasks having students stick to the source input.

Another point to consider regarding integrated writing tasks pertains to task representation (comprehending the task demands) and approaches adopted while completing integrated and independent writing tasks (Plakans & Gebril, 2012). The study conducted by the above-mentioned researchers reveals that some learners interpret the two types of tasks differently whereas others approach the tasks in the same way. Elaborating on this observation, the scholars claim that those who adopted the same approach failed to employ integrated skills attending to source dependent tasks. It is also asserted that the process of reading and rereading the stimulus was time-consuming and added up to the task complexity. Furthermore, for those who are less experienced in academic writing requiring the skill of synthesizing, the input material proved to be of use in terms of idea generation. At the same time, for their more experienced cohorts who gained substantial experience in academic reading for writing, the source material stymied the process requiring them to comprehend the source and integrate the skills needed to complete the task. Plakans and Gebril conclude by arguing that integrated writing tasks should receive more attention in writing instruction and assessment, which presupposes that students should be coached in completing this type of tasks requiring synthesis while the assessors should consider that task representation may vary

due to the fact that the examinees did not approach the tasks as the ones that require the use of synthesizing.

Another body of research centers on the advantages and disadvantages of the integrated writing tasks (Cumming, 2013). As far as positive points are concerned, it is claimed that source dependent tasks are useful for 1) instruction and self-assessment purposes, 2) exposing learners to source responsible writing practices, 3) honing students' integrated skills through providing exposure to multiliteracies models. However, the challenges of these tasks are as follows: 1) the assessment of writing abilities tends to be confused with source material comprehension abilities; 2) assessment and diagnostic information are mixed up; 3) some genres are difficult to score; 4) at times it is difficult to demarcate the language of the source material from examinees' production (Cumming, 2013).

Overall, the evidence obtained from the review of the literature is ample that the majority of the studies look into one type of source dependent writing tasks – those that are based on the reading passage. Accordingly, what sets our study apart is the fact that it addresses integrated writings tasks based on audiovisual input. The tasks refer to writing a paragraph and a magazine article based on the video recording.

#### **Materials and methods**

The study was conducted based on the written part of Russian academic contests in English. The mixed-method research approach was implemented. The quantitative data were obtained from the experiment seeing the participation of 64 high school students in total. The qualitative data were gathered through the questionnaire containing four questions of open-ended and closed-ended types and the observations made during the lessons. Evaluation and analysis of the data allowed for the graphic representation of the information collected.

#### **Procedure**

The experiment involved 5 lessons delivered to 64 highschoolers (10th and 11th grades). Each of the lessons included certain stages: 1) the highschoolers were provided with PPT presentation looking into specific Olympiad integrated writing task in terms of its rhetoric structure, common grammar features, vocabulary repertoire, and style; 2) then they got acquainted with task rubrics and assessment criteria pertinent to the integrated writing task concerned; 3) during the next

stage the high schoolers were required to study sample written texts produced by the participants of academic competitions in order to better comprehend the requirements and what they are expected to produce while participating in various academic competitions; 4) then they had to complete certain preparatory tasks offered, which will be later described in detail; 5) upon completing the tasks, the students had to fill in a questionnaire containing a set of questions pertinent to the specific writing task. The lessons covered two types of integrated writing tasks specific to Russian Olympiads (“all-Russian academic Olympiad for school students”; “Vyshaya Proba”, and “Lomonosov”). The task types included producing a paragraph and a magazine article based on the audio or video recording.

Depending on the type of the integrated writing tasks students were supposed to complete certain preparatory activities. As far as the integrated task based on producing a paragraph after listening to an audio input is concerned, a set of preparatory activities was as follows. In task 1 the students were offered several phrases in which they had to underline the topic and controlling idea. In task 2 they were supposed to choose the most appropriate topic sentence based on certain criteria. According to the task rubric related to task 3, the high schoolers were supposed to transform too general topic sentences into more concrete ones. While completing task 4 they were required to elaborate a clear topic sentence for each of the topics offered. Task 5 would have students write out a topic sentence from the paragraphs offered that was unrelated to the central idea. In task 6 the students were requested to devise the topic sentences for the paragraphs offered.

The integrated writing task based on producing a magazine article after listening to an audio input was accompanied by the following activities of the preparatory type. In task 1 the students were required to analyze in terms of vocabulary, style, and grammar features some magazine article titles retrieved from the real papers produced by the participants of the academic contests. Task 2 would have students analyze the sample magazine articles written by the participants of the Olympiads. While completing task 3 the high schoolers were required to match the titles offered with the ones that were more appropriate for the magazine article style. According to the task rubric specific to task 4, the students were requested to elaborate the appropriate title for each of the texts offered. In task 5 they had to match the titles with the

rhetoric techniques employed. Another part of the preparatory tasks focused on the vocabulary features characteristic of the magazine article style. One of the tasks would have students replace the underlined phrases with an appropriate idiom from the box. Preparatory tasks focused on the stylistic features of the magazine article. While completing the activities the students were supposed to edit the texts offered to make them more appropriate for the rhetoric structure of the magazine article.

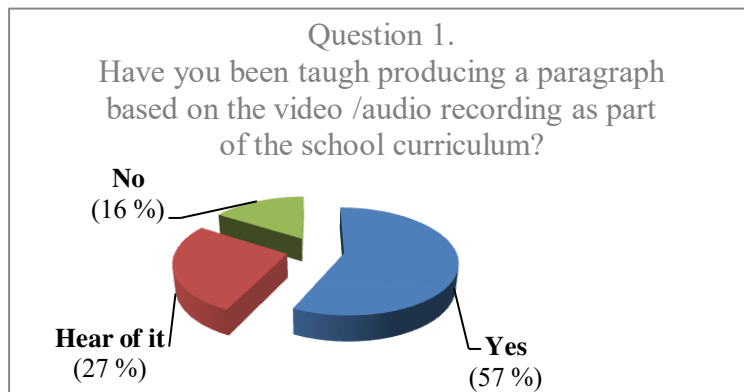
As far as the paragraph is concerned, the high schoolers were supposed to answer the following questions:

1. Have you been taught producing a paragraph based on the audio or video recording as one of the examples of integrated writing tasks within the school curriculum?
2. How difficult do you think it is to produce a paragraph based on the audio or video recording?
3. Do you wish to continue mastering your integrated writing skills within the school curriculum?

The questionnaire that concerned producing a magazine article based on the video recording comprised similar questions, which were slightly reformulated according to the task.

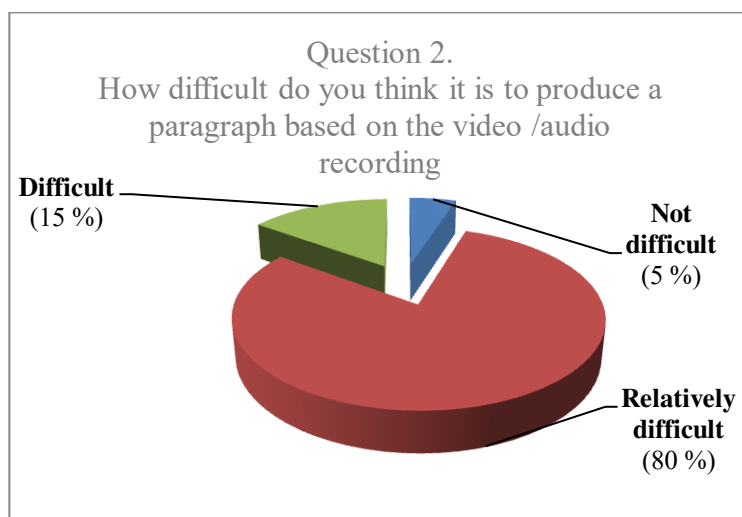
### **Results**

The results obtained are based on the data gathered through the questionnaire. As far as paragraph writing based on the video recording is concerned, the data obtained demonstrate that the majority of high school students (57 %) were familiar with this type of activity. 27 % of the respondents had heard of the task but had never been trained in it. 16 % of the students admitted to being unfamiliar with the integrated writing task. The answers to the 1<sup>st</sup> question listed above may lead to the following implications. Firstly, they may indicate that some students intend to study abroad and consequently are more exposed to foreign language since they have to take certain examinations in English. For example, the written part of IELTS (International English Language Testing System) is known to contain integrated tasks in which the examinees are required to produce an essay based on the written text and oral academic lecture. Secondly, the results revealed may also show that some students plan to major in foreign languages in their future careers and therefore seek to participate in academic contests in English.



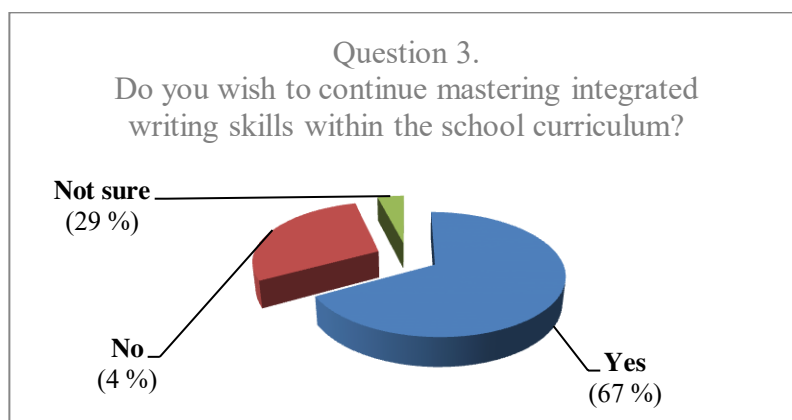
*Figure 1. Data retrieved from respondents' answers to Question 1 of the questionnaire: 'Have you been taught producing a paragraph based on the video /audio recording as part of the school curriculum?'*

While responding to the second question concerning integrated writing task complexity, the high schoolers were also divided. According to 80% of the respondents, the task pertained to relatively complex activities, with 15 % viewing it as difficult activity. Notably, only 5 % of the respondents regarded this task as a simple activity. It is apparent that the difficulties students may encounter while completing the task may be attributable to the fact that this activity involves a set of skills and subskills pertinent to listening skills, the ability to make notes while completing listening comprehension tasks, summarizing and analyzing while processing the information, and strategic competence implying, in this case, the ability to reconstruct certain information by means of probabilistic forecasting mechanism or contextual guess.



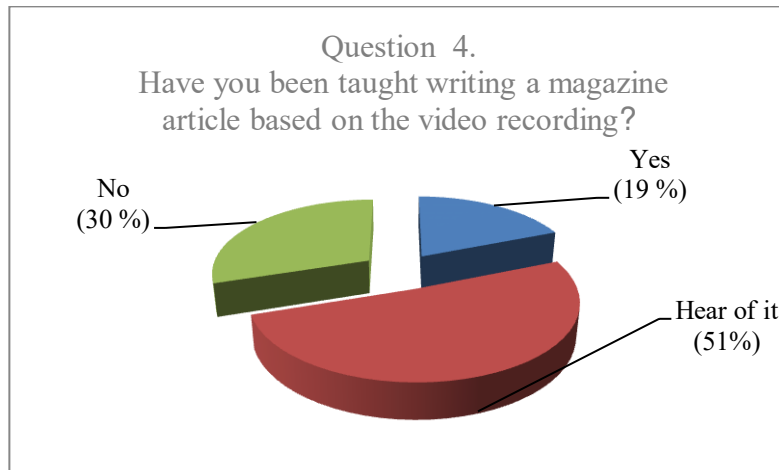
*Figure 2. Data retrieved from respondents' answers to Question 2 of the questionnaire: 'How difficult do you think it is to produce a paragraph based on the video /audio recording?'*

The answers to the third question indicate that most of the students (67 %) show interest in being trained in other types of integrated writing tasks with 4 % being reluctant to get acquainted with other activities of this type. Accordingly, 29 % of the respondents were dubious about obtaining further practice in the writing tasks under consideration. On the whole, the answers substantiate the fact that the high schoolers are enthusiastic about being exposed to integrated writing tasks. At the same time, if we are to compare the results obtained regarding the third question with the answers provided concerning the first question, it becomes apparent that it is students that intend to incorporate foreign languages in their future career path who are primarily interested in receiving additional training in other types of integrated writing activities.



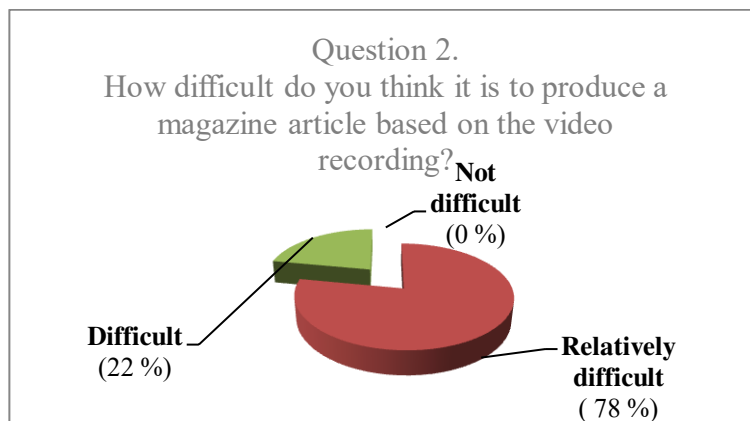
*Figure 3. Data retrieved from respondents' answers to Question 3 of the questionnaire: 'Do you wish to continue mastering integrated writing skills within the school curriculum?'*

Producing a magazine article based on the video recording represents another type of integrated writing activities specific to Russian Olympiads in English. The results found that only 19 % of the respondents were exposed to the task with 30 % of the students having heard of the activity for the first time. Accordingly, 51 % of the highschoolers had heard of this task but had never practised it. The results revealed may indicate that the magazine article as one of the written genres is not regularly trained within the school curriculum. Consequently, students do not obtain sufficient practice in this type of written texts, which is exclusively limited to preparatory courses for academic contests in English. This points to a considerable discrepancy between the school curriculum and requirements of the Olympiads.



*Figure 4. Data retrieved from respondents' answers to Question 1 of the questionnaire: 'Have you been taught writing a magazine article based on the video recording?'*

The answers to the second question concerning the writing task complexity demonstrated that 78 % of the respondents regarded magazine article writing based on the video recording as relatively difficult with 22 % of the students viewing it as a complex activity. Remarkably, none of the students classified the task concerned as one of the simple activities.



*Figure 5. Data retrieved from respondents' answers to Question 5 of the questionnaire: 'How difficult do you think it is to produce a magazine article based on the video recording?'*

As far as the overall students' attitude towards the tasks offered is concerned, a few remarks should be made. The interpretation of the data concerning producing a paragraph based on the audio input revealed that the high schoolers were mostly enthusiastic about the activities in which they had to 1) devise a clear topic sentence for the topics offered, 2) write out a sentence from each paragraph that was unrelated to the central idea, 3) write the topic sentence for the paragraphs offered. However, some of the activities presented certain challenges for the students. Namely, those activities referred to transforming too general topics into more concrete ones, choosing the topic sentence according to the criteria provided – too general topic sentence, too specific topic sentence, best topic sentence.

As far as the magazine article tasks are concerned, it was found that the students mostly preferred the activities in which they were supposed to analyze the magazine article titles in terms of style, and vocabulary, elaborate the appropriate title for the texts offered, match the titles with the ones that were more appropriate for the magazine article style and complete some vocabulary tasks. However, the students experienced certain difficulties while completing some editing activities aimed at transforming the texts offered to make them more appropriate for the rhetoric structure of the magazine article.

### **Discussion**

Overall results retrieved from the answers to the questionnaire indicate that integrated writing activities should receive more attention as part of the school curriculum and therefore should not be limited to preparatory courses for the academic contests in English. Notably, some high schoolers remarked that integrated writing activities were not trained within the school curriculum regularly, which adds up to the relevance of the experiment conducted.

The findings obtained may lead to the following implications. There is a need for developing critical and creative thinking, although in general, the students did well in the majority of the activities they were exposed to. The fact that the highschoolers encountered certain difficulties while approaching the tasks in which they had to transform

the whole text, to synthesize the information expressed in too general topic sentences to make them more concrete, or to identify the most appropriate topic sentence indicates that they may lack some analytical and critical skills required to complete the activities listed above.

There may be proposed various solutions to aid critical and creative thinking development. First, the learning process should be problem-based, which presupposes that the tasks should be realistic, should correspond to students' interests, age group, and individual particularities. Secondly, the interdisciplinary approach should be implemented to ensure intersubject connections. In other words, a foreign language can serve as an efficient instrument of comprehensive development on condition that it integrates other subjects. Thirdly, teachers should consider some aspects that account for the mechanisms responsible for how information is processed and internalized. By this statement, we imply that the modern generation is notorious for clip thinking, which denotes the lack of ability to process extensive pieces of information. This means that teachers should consider it while organizing the learning process. They may resort to the technique of microlearning, which is gaining popularity. Microlearning stands for providing learning content dividing it into "pieces". In other words, learning material becomes short and specific so that it may be processed. Thus, once the content is processed and internalized, students can build upon it accumulating more and more information gradually. All the abovementioned can stimulate critical and creative thinking abilities, which are possible on condition that students possess substantial background knowledge.

As far as integrated writing practices are concerned, microlearning can also be of significant help. For instance, it can be implemented through a learning blog or any other platform which contains short video or audio recordings covering some issues. Therefore, students can be requested to comment upon the problems mentioned in the video or audio input. Furthermore, not only can they articulate their opinion in the written form but they can also read their peers' ideas and comment upon them. Thus, this leads to the exchange of opinions which occurs in more or less authentic conditions.

### **Conclusion**

Integrated writing tasks represent a complex analytical process requiring writers to employ a variety of techniques and cognitive

operations during task completion. Namely, one should be adept at processing information from various source materials including audio and reading inputs, selecting, synthesizing and comparing, citing and paraphrasing information to avoid patchwriting. Thus, developing integrated writing skills plays a pivotal role in the current education paradigm reflecting the essentials of the competence-based approach in language teaching. According to this approach, learning should be practice-oriented, which presupposes that knowledge and skills students acquire should be applicable in real life. In other words, a set of skills specific to integrated writing is indispensable both in the realm of academia and everyday contexts. Given that, this type of writing task has come to the fore in various tests and academic contests aimed at measuring writing abilities. This, in its turn, provides a grounding for the speculations concerning the fact that there is an inevitable risk of confounding the assessment of writing competence with source material comprehension abilities. In our opinion, the inclusion of source dependent tasks in the writing construct is a reasonable decision for the learning process should be reflective and representative of real-life settings, as it has been mentioned so far.

Notably, stimulating integrated writing skills may exert a positive influence on a set of integrated skills employed in one's mother tongue. Therefore, providing exposure to integrated writing in a foreign language has the potential to prepare students for their future university life in which they are supposed to take lecture notes while listening to a professor. On the whole, source dependent writing tasks show the signs of the interdisciplinary approach, since the skills required are essential in a variety of academic settings that are not restricted solely to a foreign language.

Overall, integrated writing skills are proven to be critical to a variety of settings, both academic and non-academic ones, which makes it imperative for teachers to accord high priority to these activities involving a combination of receptive and productive subskills. Providing high school students with adequate training in the activities concerned can aid language development, multitasking, and analytical skills.

#### Литература

1. Alderson, J. C. Test review: Test of English as a foreign language TM: Internet-based test (TOEFL iBT®) // *Language Testing*. – 2009. – № 26. – P. 621–631.
2. Ascención Delaney, Y. Investigating the reading-to-write construct // *Journal of English for Academic Purposes*. – 2008. – № 7. – P. 140–150.
3. Cho, Y. Investigating the effect of prompt characteristics on the comparability of TOEFL iBT integrated writing tasks // *Language Testing*. – 2013. – № 30 (4). – P. 513–534.
4. Cumming, A. Assessing Integrated Writing Tasks for Academic Purposes: Promises and Perils // *Language Assessment Quarterly*. – 2013. – № 10 (1). – P. 1–8.
5. Cumming, A. Differences in written discourse in independent and integrated prototype tasks for next-generation TOEFL // *Assessing Writing*. – 2005. – № 10. – P. 5–43.
6. Gebril, A. Score generalizability of academic writing tasks: Does one test method fit it all? // *Language Testing*. – 2009. – № 26. – P. 507–531.
7. Gebril, A. Bringing reading-to-write and writing-only assessment tasks together: A generalizability analysis. // *Assessing writing*. – 2010. – № 15. – P. 100–117.
8. Homayounzadeh, M. Investigating the effect of source characteristics on task comparability in integrated writing tasks // *Assessing Writing*. – 2019. – № 41. – P. 25–46.
9. Knoch, U., Sitajalabhorn, W. A closer look at integrated writing tasks: Towards a more focused definition for assessment purposes // *Assessing writing*. – 2013. – № 18. – P. 300–308.
10. Ohta, R. Integrated writing scores based on holistic and multi-trait scales: A generalizability analysis // *Assessing Writing*. – 2018. – № 38. – P. 21–36.
11. Plakans, L. The role of reading strategies in integrated L2 writing tasks // *Journal of English for academic purposes*. – 2009. – № 8. – P. 252–266.
12. Plakans, L. Independent vs. Integrated Writing Tasks: A Comparison of Task Representation // *TESOL Quarterly*. – 2010. – № 44 (1). – P. 185–194.

13. Plakans, L., Gebril, A. A close investigation into source use in integrated second language writing tasks // *Assessing Writing*. – 2012. – № 17. – P. 18–34.
14. Plakans, L., Gebril, A. Using multiple texts in an integrated writing assessment: Source text use as a predictor of score // *Journal of Second Language Writing*. – 2013. – № 22. – P. 217–230.
15. Weigle, S. C. Integrating reading and writing in a competency test for non-native speakers of English // *Assessing Writing*. – 2004. – № 9 (1). –P. 27–55.
16. Weigle, S.C., Parker, K. Source text borrowing in an integrated reading/writing assessment // *Journal of Second Language Writing*. – 2012. – № 21. – P. 118 –133.
17. Yang, H. Modeling the relationships between test-taking strategies and test performance on a graph-writing task: Implications for EAP // *English for Specific Purposes*. – 2012. – № 31. – P. 174–187.

#### References

- Alderson, J. C. (2009). Test review: Test of English as a foreign language TM: Internet-based test (TOEFL iBT®). *Language Testing*, 26, 621–631.
- Ascención Delaney, Y. (2008). Investigating the reading-to-write construct. *Journal of English for Academic Purposes*, 7, 140–150.
- Cho, Y., et al. (2013). Investigating the effect of prompt characteristics on the comparability of TOEFL iBT integrated writing tasks. *Language Testing*, 30 (4), 513–534.
- Cumming, A. (2013). Assessing Integrated Writing Tasks for Academic Purposes: Promises and Perils. *Language Assessment Quarterly*, 10 (1), 1–8.
- Cumming, A. et al. (2005). Differences in written discourse in independent and integrated prototype tasks for next-generation TOEFL. *Assessing Writing*, 10, 5-43.
- Gebril, A. (2009). Score generalizability of academic writing tasks: Does one test method fit it all? *Language Testing*, 26, 507–531.
- Gebril, A. (2010). Bringing reading-to-write and writing-only assessment tasks together: A generalizability analysis. *Assessing writing*, 15, 100–117.
- Homayounzadeh, M. (2019). Investigating the effect of source characteristics on task comparability in integrated writing tasks.

- Assessing Writing*, 41, 25–46.
- Knoch, U., & Sitajalabhorn, W. (2013). A closer look at integrated writing tasks: Towards a more focused definition for assessment purposes. *Assessing writing*, 18, 300–308.
- Ohta, R. (2018). Integrated writing scores based on holistic and multi-trait scales: A generalizability analysis. *Assessing Writing*, 38, 21–36.
- Plakans, L. (2009). The role of reading strategies in integrated L2 writing tasks. *Journal of English for academic purposes*, 8, 252–266.
- Plakans, L. (2010). Independent vs. Integrated Writing Tasks: A Comparison of Task Representation. *TESOL Quarterly*, 44 (1), 185–194.
- Plakans, L., & Gebril, A. (2012). A close investigation into source use in integrated second language writing tasks. *Assessing Writing*, 17, 18–34.

УДК 372

<https://doi.org/10.25076/vpl.38.03>

Т.А. Дмитренко

И.М. Городничев

Московский педагогический государственный университет

**ПРЕПОДАВАНИЕ БРИТАНСКОГО И АМЕРИКАНСКОГО  
ВАРИАНТОВ АНГЛИЙСКОГО ЯЗЫКА С УЧЁТОМ  
ОСОБЕННОСТЕЙ БРИТАНСКОЙ И АМЕРИКАНСКОЙ  
КУЛЬТУР**

*В статье анализируется проблема, связанная с английским языком, который является международным языком, который учат большинство людей в мире для того, чтобы была возможность общаться с представителями разных культур по всему миру. Однако существует проблема преподавания английского языка с точки зрения британского английского и американского английского языка. Как правило, преподаватели в ВУЗах не обучают какому-либо определённому варианту английского языка, а смешанному английскому, который включает в себя черты британского и американского английского,*

*как самых распространённых и популярных вариантов английского языка. В результате, учащиеся учат смешанный английский и не могут отличить британский вариант от американского варианта английского языка. Это может повлечь за собой негативные последствия при общении с носителями английского языка.*

*В работе использованы методы сопоставления и анализа образовательной практики на основе результатов анкетирования преподавателей и студентов, а также результатов тестирования студентов.*

*Данная статья приводит примеры некоторых различий между британским английским и американским английским, объясняет, какие существуют диалекты даже внутри британского и американского английского языка. Авторами анализируется также различие правил речевого общения представителей американской и британской культур.*

*Авторами подчёркивается обоснованная необходимость знать не только лингвистические различия между британским английским и американским английским, но и особенности британской и американской культур, так как язык и культура неотделимы друг от друга, и для того, чтобы успешно взаимодействовать с представителями других культур, необходимо не только знать язык, но и знать правила поведения во время общения в разных культурах.*

*Ключевые слова: британский английский, американский английский, британская культура, американская культура, культура речевого общения.*

UDC372  
<https://doi.org/10.25076/vpl.38.03>  
T.A. Dmitrenko  
I.M. Gorodnichev  
Moscow Pedagogical State University

### TEACHING OF BRITISH AND AMERICAN VARIANTS OF THE ENGLISH LANGUAGE WITH REFERENCE TO PECULIARITIES OF BRITISH AND AMERICAN CULTURES

*The article analyzes a relevant problem connected with the English language which is an international language, which a big number of people in the world learn in order to have an opportunity to communicate with representatives of different cultures all over the world. However, there is a problem of teaching English in terms of British English and American English. As a rule, teachers in universities do not teach a particular variant of the English language but mixed English which includes the features of both British English and American English as the most popular variants of the English language. As a result, students learn mixed English and cannot differentiate British English from American English. This can entail negative repercussions while communicating with native English speakers.*

*The authors have used methods of comparison and analysis of educational practice on the basis of the results of questionnaire of teachers and students as well as the results of testing of students are used.*

*This article adduces instances of some differences between British English and American English, explains what dialects exist even within British English and American English. Moreover, the authors analyze the difference of rules of speech behaviour of representatives of British and American cultures.*

*Key words: British English, American English, British culture, American culture, culture of speech behaviour.*

#### **Введение**

В условиях глобализации и поликультурной среды необычайно актуализируется проблема, связанная с английским языком,

который является международным языком и пользуется приоритетом по отношению к другим языкам. Большинство людей в мире учат английский язык для того, чтобы общаться с представителями разных культур по всему миру. Однако существует проблема преподавания английского языка с точки зрения британского или американского вариантов английского языка. Как правило, преподаватели в ВУЗах не обучают какому-либо определённом варианту английского языка, а практикуют смешанный английский, который включает в себя черты британского и американского вариантов английского языка, как самых распространённых и популярных вариантов английского языка. В результате, учащиеся учат смешанный английский и не могут отличить британский вариант от американского варианта английского языка. Это может повлечь за собой негативные последствия при общении с носителями английского языка.

#### **Материалы и методы**

Прежде всего, необходимо объяснить, что подразумевается под определённым вариантом английского языка. Из-за большого количества разных диалектов внутри каждого варианта английского языка, выделяют стандартный вариант как самый общепотребительный, признаваемый как национальная норма, используемая на всей территории страны и понимаемая всеми. Официальное название для этого варианта – стандартный английский (Новое в зарубежной лингвистике, 1989).

Стандартным английским является диалект английского языка, который используется на всей территории англоговорящей страны как общепринятая норма. Соединённое Королевство Великобритании и Северной Ирландии имеет четыре территориальных деления: Англия, Шотландия, Уэльс, Северная Ирландия. В Англии и Уэльсе, термин стандартный английский ассоциируется с британским английским, а именно со стандартным произношением, которое официально называется “британское нормативное произношение” (Received Pronunciation), а также с грамматикой и с лексикой стандартного английского Соединённого Королевства (United Kingdom Standard English) (Standard British English). В Шотландии стандартным диалектом является шотландский стандартный английский (Scottish Standard English) (McArthur, 1992). В Соединённых Штатах, стандартным

вариантом американского английского является “Общий американский” (“General American”) (Wells, 1982).

Британское нормативное произношение (Received Pronunciation) признаётся на всей территории Соединённого Королевства, и более того, используется как официальное произношение британской теле-радио вещательной корпорацией BBC. Отсюда, британское нормативное произношение также называется английский BBC. Более того, британское нормативное произношение является официальным произношением британской королевской семьи и Букингемского дворца. В результате, можно отметить следующие названия стандартного британского английского: британское нормативное произношение (Received Pronunciation), Английский BBC (BBC English), Королевский английский (The King’s/Queen’s English), и Стандартный британский английский (Standard British English) (Allen, 2003).

Но здесь, самое важное нужно отметить то, что “британское нормативное произношение” относится только к британскому произношению. Тогда как термины “Английский BBC”, “Королевский английский” и “Стандартный британский английский” относятся не только к произношению, но и к лексике, и грамматике. При этом, стандартный вариант американского английского “Общий американский” (General American) относится к лексике, произношению и грамматике (Новое в зарубежной лингвистике, 1989).

Как британский английский, так и американский английский имеют различные акценты внутри самих вариантов и нельзя выделить какой-либо наиболее правильный акцент. Однако, “Британское нормативное произношение” (Received Pronunciation) (Английский BBC, Королевский английский, Стандартный английский) в Соединённом Королевстве и “Общий американский” в Соединённых Штатах стали общепринятыми, стандартными вариантами, признаваемыми всеми на территории этих стран и во всём мире (McArthur, 2002).

Стандартное британское произношение – это вариант (акцент) стандартного английского в Соединённом Королевстве и в «Кратком Оксфордском словаре английского языка» (Concise Oxford English Dictionary) “Стандартное британское произношение” (Received Pronunciation) определяется как

«стандартный акцент английского языка южной Англии», несмотря на то, что его можно услышать на всей территории Англии и Уэльса (Crystal, 2003).

Когда-то в простонародии называемый “Английский короля”, “Британское нормативное произношение” обрело высокий статус во многих частях Великобритании, несмотря на отсутствие каких-либо черт, возвышающих “Нормативное произношение” (Received Pronunciation) над другими акцентами английского языка. С начала до середины XX века с таким акцентом говорили люди, обладающие властью, деньгами и влиянием в обществе. (McArthur, 2002).

Очень важно не путать “Нормативное произношение” (Received Pronunciation), как стандартный акцент, со стандартными вариантами английского языка в Англии, которые называют “Стандартный английский”, “Английский BBC”, “Королевский английский” и “Оксфордский английский”. Стандартное британское произношение (Received Pronunciation), как следует из его названия, затрагивает только произношение говорящего, тогда как вышеназванные стандарты включают все разделы языка: лексику, фонетику, грамматику (Allen, 2003).

Общий американский (General American) – это стандартный вариант американского языка, который используется большинством американцев и пользуется наибольшей популярностью, т.к. он лишён какой-либо региональной окраски или социально-экономических характеристик. Точное определение термина “общий американский” до сих пор оспаривается. Некоторые учёные, несмотря на противоречия, предпочитают использовать термин “Стандартный американский английский” (Standard American English). Как и “Общий американский” (General American), так и “Стандартный американский английский” (Standard American English) включают в себя лексику, фонетику и грамматику (Wells, 1982).

Важно отметить, что диалекты внутри американского английского не так разнообразны по сравнению с диалектами британского английского. Например, шотландский английский (Scottish English) и уэльский английский (Welsh English) в Соединённом Королевстве сильнее отличаются друг от друга в лексике, правописании и произношении, чем большинство

диалектов в американском английском (McAthur, 2014).

#### **Результаты исследования**

Очевидно, что необходимо обучать стандартному британскому или стандартному американскому варианту английского языка в ВУЗе, чтобы не допустить смешивания двух вариантов английского языка. Именно смешивание британского и американского вариантов сейчас распространено во всём мире, поэтому учащиеся не могут отличить британский вариант от американского. Особое внимание стоит обратить вопросу обучения английского языка.

Как было отмечено выше, необходимо обучать одному варианту английского языка, чтобы не допускать смешивания других вариантов. Необходимо объяснять наиболее распространённые различия другого варианта английского языка, чтобы учащиеся могли ориентироваться в других вариантах английского языка. Учащиеся могут столкнуться с любой ситуацией, когда пригодится знание и другого варианта английского языка. Т.к. британский английский и американский английский являются самыми распространёнными вариантами английского языка, то знание различий между этими вариантами поможет при взаимодействии с одним из этих вариантов английского языка, или же с любыми другими вариантами английского языка, т.к. во многих вариантах, благодаря историческому влиянию, отмечаются черты британского и американского английского.

Между британским и американским английским, существует огромное количество лексических, фонетических и грамматических различий. Конечно, не нужно объяснять их все, т.к. учащиеся просто запутаются во всех тонкостях британского и американского вариантов английского языка. Поэтому, преподаватели в ВУЗе должны объяснять самые распространённые и большие различия между этими вариантами. Объяснение должно происходить только в самых распространённых случаях, когда видны наиболее заметные отличия. Более того, необходимо объяснять различия во всех аспектах языка: лексике, фонетике и грамматике. Более того, как было отмечено выше, именно из-за этих различий, иногда, представители британской и американской культур не могут

полностью понять друг друга. Поэтому, так важно объяснять эти различия. В противном случае, учащиеся не смогут ориентироваться в других вариантах английского языка.

Для того чтобы преподаватели успешно преподавали английский язык, опираясь на отдельный вариант английского языка, необходимо следовать следующим принципам:

1. Преподаватель знает лингвистические различия между британским и американским вариантами английского языка и придерживается одного варианта английского языка в процессе преподавания.

2. Преподаватель отобрал учебный материал для обучения одному варианту английского языка с учётом интересов и потребностей обучающихся.

3. Преподаватель разработал технологию обучения тому или иному варианту английского языка с учётом его особенностей.

4. Преподаватель создал систему лексических, фонетических и грамматических упражнений для обучения британскому английскому или американскому английскому.

Таким образом, следуя данным принципам, преподаватель обеспечит эффективное обучение одному из вариантов английского языка, британскому или американскому.

#### **Различия между британским и американским английским**

В данной части следует отметить некоторые различия между британским и американским вариантами английского языка, которые прежде всего затрагивают лексические различия и словарный запас.

#### **Словарный запас**

Между британским английским и американским английским существует большая разница в словарном запасе. В обоих вариантах английского языка существуют разные слова, которые обозначают одно и то же. В тоже время в британском и американском вариантах английского языка существуют слова, которые существуют в обоих вариантах английского языка, но имеющие абсолютно разное значение (Janicki, 1977).

<b>Британский английский</b>	<b>Перевод</b>	<b>Американский английский</b>
Lift	Лифт	Elevator
Film	Фильм	Movie
Biscuit	Печенье	Cookie
Chip	Ломтик жареного картофеля	French fry
Crisps	Чипсы	Chips
Lorry, Truck	Грузовик	Truck
Trolley	Тележка в магазине	Cart
Underground	Метро	Subway
Subway	Подземный переход	Underpass
Car park	Стоянка автомобилей	Parking lot
Tick	Галочка	Check
Football	Футбол	Soccer
American football	Американский футбол	Football
Petrol	Бензин	Gas
Cooker, Stove	Плита	Stove
Salt cellar	Солонка	Salt shaker
Postcode	Почтовый индекс	Zip code
Ring road	Кольцевая автодорога	Beltway
Chemist's, Pharmacy	Аптека	Drugstore, Pharmacy
Wardrobe	Гардероб, шкаф	Closet
Flat	Квартира	Apartment
Holiday	Каникулы, отпуск	Vacation
Garden	Сад	Yard
State school	Государственная школа	Public school
Public school	Частная школа	Private school
Jam	Варенье	Jelly
Jelly	Желе	Jello
Cutlery	Столовые приборы	Silverware
Starter	Закуска	Appetizer

Tick	Галочка	Check
Vest	Майка	Undershirt
Waistcoat	Жилет	Vest

Таблица 1. Словарный запас

Как видно, список лексических различий между британским и американским английским обширен. Данный список показывает, насколько сильно британский вариант английского языка отличается от американского варианта английского языка. Данные слова представляют собой несколько примеров в различии в словарном запасе между британским английским и американским английским. На самом деле лексических различий в словарном запасе огромное количество.

#### Правописание

**Ogue** – британский английский; **Og** – американский английский

Британский английский, а также британское содружество используют окончания *-logue* и *-gogue*, тогда как американский английский использует окончания *-log* и *-gog* для таких слов, как *analog(ue)*, *catalog(ue)*, *dialog(ue)*, *monolog(ue)* и т.д. Но, например, окончание *-gue* в слове *catalogue* также используется в Соединённых Штатах, но *catalog* более распространено. Более того, в американском английском написание слова *dialogue* очень распространено, по сравнению с *dialog*, хотя оба варианта написания считаются приемлемыми (Schur, 2007). При этом окончание “*gue*” сохраняется в таких словах, как: *tongue*, *vague*, *league*.

Британский английский	Перевод	Американский английский
Analogue	Аналог	Analog, Analogue
Catalogue	Каталог	Catalog, Catalogue
Demagogue	Демагог	Demagog, Demagogue
Dialogue	Диалог	Dialogue, Dialog
Epilogue	Эпилог	Epilog, Epilogue
Monologue	Монолог	Monolog,

		Monologue
Prologue	Пролог	Prolog, Prologue
Travelogue	Книга или фильм о путешествиях	Travelog, Travelogue

Таблица 2. The *-ogue/-og*

**-ise, -ize (-isation, -ization) – Британский английский; -ize (-ization) – Американский английский. Происхождение и рекомендации к использованию**

Окончание *-ize* часто неправильно рассматривается, как американизм в Британии. Однако, Оксфордский английский словарь (Oxford English Dictionary) рекомендует использовать окончание *-ize* и отмечает, что окончание *-ise* пришло из французского языка. Оксфордский английский словарь подчёркивает использования окончание *-ise* как альтернативу (McArthur, 1998).

Публикации оксфордского издательства, такие как Henry Watson Fowler's A Dictionary of Modern English Usage, Hart's Rules и The Oxford Guide to English Usage также рекомендуют использовать окончание *-ize* (Daragh, 2000).

#### **Использование**

Американский английский избегает использования окончания *-ise*, например, в таких словах, как *organize, realize* и *recognize*.

Британский английский, в основном, использует окончание *-ise*, но, в тоже время, окончание *-ize* также может использоваться. Соотношение использования между *-ise* и *-ize* равняется 3:2 согласно British National Corpus. Окончание *-ise* больше распространено в средствах массовой информации и газетах Соединённого Королевства, включая газеты The Times, The Daily Telegraph и The Economist. В тоже время, окончание *-ize* используется в некоторых британских академических публикациях, таких, как Nature, the Biochemical Journal и The Times Literary Supplement.

Издательство Кембриджского университета больше всего поддерживает использование окончания *-ise* в Соединённом Королевстве. В тоже время, менее распространённое окончание *-ize* известно, как оксфордское написание, и оно используется в публикациях издательства оксфордского университета, самым

известным из которых является Оксфордский английский словарь (Oxford English Dictionary) (McArthur, 1992).

В мире, окончание *-ize* превалирует в научных работах и обычно используется большинством международных организаций, таких, как Организация объединённых наций (United Nations Organizations) и Всемирная организация здравоохранения (World Health Organization) В тоже время, Европейский Союз требует использование окончания *-ise* (Черниковская, 2010).

Другие слова имеют только форму *-s*: advertise, advise, arise, chastise, circumcise, comprise, compromise, demise, despise, devise, disguise, excise, exercise, franchise, guise, improvise, incise, revise, rise, supervise, surmise, surprise, televise и wise (Петрова & Орлова 2010).

<b>Британский английский</b>	<b>Перевод</b>	<b>Американский английский</b>
To finalise, To finalize	Завершать	To finalize
To industrialise, To industrialize	Индустриализировать	To industrialize
To nationalise, To nationalize	Национализировать	To nationalize
To organise, To organize	Организовывать	To organize
To recognise, To recognize	1) Узнавать; 2) Признавать; 3) Выражать признание;	To recognize
To specialise, To specialize	Специализироваться	To specialize

*Таблица 3. Окончания -ise/-ize*

**-yse – Британский английский; -yze – Американский английский**

Окончание *-yse* присуще британскому английскому. Окончание *-yze* присуще американскому английскому. Например: в британском английском - analyse, catalyse, hydrolyse и paralyse, но analyze, catalyze, hydrolyze и paralyze – в американском английском

(Janicki, 1977).

<b>Британский английский</b>	<b>Перевод</b>	<b>Американский английский</b>
To analyse	Анализировать	To analyze
To catalyse	Катализировать	To catalyze
To dialyse	Диализировать	To dialyze
To electrolyse	Электролизировать	To electrolyze
To hydrolyse	Гидролизировать	To hydrolyze
To paralyse	Парализовать	To paralyze
To psychoanalyse	Подвергать психоанализу	To psychoanalyze

*Таблица 4. - The -yse/-yze*

**-ce – существительное; -se – глагол; - британский английский; -se – существительное, глагол; - американский английский**

В большинстве случаев, в британском английском принято использовать окончание -ce для существительных и -se для глаголов. Тогда как в американском английском, окончание -se используется и для существительных и глаголов. Однако, существуют исключения.

Стоит отметить, что в британском и американском английском существительные *advice/device* и глаголы *advise/devise* не изменяют своих окончаний, т.е. существительные *advice/device* имеют окончание -ce в обоих вариантах, а глаголы *advise/devise* имеют окончание -se в обоих вариантах (где для существительных используется звук -[s] и звук -[z] для глаголов).

Для слов *licence/license* или *practice/practise*, британский английский придерживается вышеописанного правила, где окончание -ce – существительное; -se – глагол (хотя фонетически эти слова являются омофонами, и имеют звук -[s] и для существительных и для глаголов в обоих вариантах английского языка).

Американский английский сохранил англо-французское написание для слов *defense* и *offense*. В британском английском эти слова имеют написание *defence* и *offence*. Таким же образом

пишутся слова *pretense* в американском английском и *pretence* в британском английском. Но производные от них слова *defensive*, *offensive* и *pretension* сохраняют своё написание в обоих вариантах английского языка и не изменяются. (Janicki, 1977).

Британский английский	Перевод	Американский английский
Defence	1) Защита; 2) Оборона;	Defense
License To license	Лицензия Давать разрешение, лицензию	License To license
Offence	1) Обида; 2) Правонарушение;	Offense
Pretence	Притворство, Обман	Pretense

Таблица 5. - *The -ce, -se/-se*

**-ae, -oe – британский английский; -e – американский английский**

Большинство слов в британском английском имеют буквы “ae” и “oe”, тогда как, в американском английском эти же слова имеют только букву “e”. Например (UK/US): *aeon/eon*, *anaemia/anemia*, *anaesthesia/anesthesia*, *caecum/cecum*, *caesium/cesium*, *coeliac/ceeliac*, *diarrhoea/diarrhea*, *encyclopaedia/encyclopedia*, *faeces/feces*, *foetal/fetal*, *gynaecology/gynecology*, *haemoglobin/hemoglobin*, *haemophilia/hemophilia*, *leukaemia/leukemia*, *oesophagus/esophagus*, *oestrogen/estrogen*, *orthopaedic/orthopedic*, *palaeontology/paleontology*, *paediatric/pediatric*.

Некоторые слова с британским правописанием допустимы в американском английском.

Например, британское написание слов *archaeology* и *amoeba* более распространено в США, чем чисто американское написание *archeology* и *ameba*.

Однако, британское написание слова *oenology* допустимо в американском английском, но, американское написание *enology*.

Сокращённое слово *haem* от *haemoglobin* существует в

британском английском. Но, в американском английском сокращённое слово от *hemoglobin* пишется *heme*, чтобы исключить путаницу со словом *hem* (*кромка, подрубочный шов*).

В американском английском есть такие слова, которые могут свободно писаться в британском или американском стиле. Это, например, такие слова, как *aesthetics*, *archaeology* (обычно превалируют над написанием *esthetics* и *archeology*) и *palaestra*.

В британском английском, слова, которые свободно могут использовать британское или американское правописание включают такие слова, как *encyclopaedia*, *homoeopathy*, *chamaeleon*, *mediaeval* (менее распространённый вариант в британском и американском английском), *foetid* и *foetus* (Janicki, 1977).

<b>Британский английский</b>	<b>Перевод</b>	<b>Американский английский</b>
Archaeology	Археология	Archaeology, Archeology
Bougainvillea	Бугенвиллия (растение)	Bougainvillea
Chimaera	Химера	Chimera, Chimaera
Encyclopaedia, Encyclopedia	Энциклопедия	Encyclopedia
Foetus, Fetus	Плод (анатомия)	Fetus
Homoeopathy, Homeopathy	Гомеопатия	Homoeopathy
To manoeuvre	Маневрировать	To maneuver
Orthopaedics	Ортопедия	Orthopedics
Praesidium, Presidium	Президиум	Presidium
Toxaemia	Токсемия (наличие токсинов в крови)	Toxemia

Таблица 6. - The -ae,-oe/-e

**-ll-** – британский английский; **-l-** – американский английский;

В британском английском суффикс -l часто удваивается даже, если на последний слог не ставится ударение. В американском английском, наоборот, суффикс -l часто не удваивается, когда на последний слог не ставится ударение.

В британском английском суффикс -l часто удваивается при всех изменениях форм слова (-ed, -ing, -er, -est), а также при добавлении суффиксов -er и -or для образования существительных. В результате, в британском английском слова пишутся: cancelled, counsellor, cruellest, labelled, modelling, quarrelled, signalling, traveller и travelling. В американском английском те же слова пишутся canceled, counselor, cruelest, labeled, modeling, quarreled, signaling, traveler и traveling (Janicki, 1977).

<b>Британский английский</b>	<b>Перевод</b>	<b>Американский английский</b>
to cancel, cancelled, cancelling; canceller; cancellation	Отменить, отменил и т.д.	to cancel, canceled, canceling; canceler; cancellation
to dial, dialled, dialling; dialler	Набирать номер, набранный номер и т.д.	to dial, dialed, dialing; dialer
to equal, equal, equalled, equalling; equality	Быть равным, равный и т.д.; равенство	to equal, equal, equaled, equaling; equality
to fuel, fuel, fuelled, fuelling	Заправлять топливом, топливо и т.д.	to fuel, fuel, fueled, fueling
jewel; jeweller; jewellery; jewelled	Драгоценный камень; ювелир и т.д.	jewel; jeweler; jewelry; jeweled
to parcel, parcel, parcelled,	Завёртывать в пакет и т.д.	to parcel, parcel, parceled,

parceling		parceling
to remodel, remodelled, remodelling	Переделявать и т.д.	to remodel, remodeled, remodeling
to travel, travel, travelled, travelling; traveller	путешествовать, путешествие и т.д.	to travel, travel, traveled, traveling; traveler
wool; woollen; woolly	шерсть; шерстяной; шерстистый	wool; woolen; wooly

Таблица 7. - The -ll/-l

**-l-** – британский английский; **-ll-** – американский английский

В британском английском есть слова, которые теряют одну букву “l” у суффикса при трансформации слова, тогда как в американском английском есть слова, которые, наоборот, двойной суффикс -ll при трансформации слова не изменяют.

Правило такого, что если основа слова (не включая префикс или суффикс) имеет две буквы “ll”, при трансформации этих слов в британском английском одна буква “l” исчезает, тогда, как в американском английском эти слова никак не изменяются и сохраняют две буквы “ll”. Например, слово *skillful*. Основа этого слова *skill*. Поэтому, в американском английском суффикс -ll не изменяется – *skillful*. В британском английском, одна буква “l” исчезнет - *skillful* (Janicki, 1977).

Обычно это свойственно словам, чья основа используется повсеместно, а также новообразованным словам.

Например, это такие слова, как *wil(l)ful*, *skil(l)ful*, *thral(l)dom*, *appal(l)*, *fulfil(l)*, *fulfil(l)ment*, *enrol(l)ment*, *instal(l)ment*. Эти слова образованы от однокоренных слов *will*, *skill*, *thrall*, *appall*, *fulfill*, которые всегда пишутся с двумя буквам “ll”.

Также, в британском английском, существуют слова, которые изначально пишутся с одной буквой “l”, тогда как в американском английском с двумя буквам “ll”. Например, *distil(l)*, *instil(l)*, *enrol(l)*, *enthral(l)ment*. Правило изменения суффикса схожее, только в данном случае в британском английском эти слова не

будут прибавлять ещё одну буква “l”, тогда, как в американском английском, при трансформации этих слов, будет прибавляться ещё одна буква “ll”. Хотя, изначально, в британском английском, эти слова писались с двумя буквами “ll”, но со временем одну букву “l” они утратили. В американском английском, написание этих слов с двумя буквами “ll” не изменилось (Janicki, 1977).

Британское правописание слов *instal*, *fulness* и *dulness* с одной буквой “l” сейчас считается устаревшим и используется крайне редко.

<b>Британский английский</b>	<b>Перевод</b>	<b>Американский английский</b>
to appal; appalling	Ужасать; ужасающий	to appall; appalling
to distil, distilled, distilling; distillation; distillery	Дистиллировать и т.д.	to distill, distilled, distilling; distillation, distillery
to enrol, enrolled, enrolling; enroller, enrolment	Регистрировать(ся), Записывать(ся)	to enroll, enrolled, enrolling; enroller, enrollment
to fulfil, fulfilled, fulfilling; fulfilment	Выполнять, Осуществлять и т.д.	to fulfill, fulfilled, fulfilling; fulfillment
to install, to install, installed; installation; installer; instalment	Установить и т.д.	to install, installed; installation; installer; installment
to instil, instill, instilled; instillation	Внушать, Вселять и т.д.	to instill, instilled; instillation
skill; skilful; skilfully; skilled	Умение, Мастерство и т.д.	skill; skillful; skillfully; skilled
will; wilful; wilfully	Воля; своевольный; своевольно	will; willful; willfully

Таблица 8. - The -l/-ll

**-mme – британский английский; -m – американский английский**

В британском английском существуют слова, которые оканчиваются на *-mme*, тогда, как в американском английском они оканчиваются на *-m*. Однако в британском английском данные слова могут, также иметь окончание *-m* (Janicki, 1977).

<b>Британский английский</b>	<b>Перевод</b>	<b>Американский английский</b>
Aerogramme, Aerogram	Аэрограмма	Aerogram
Centigramme, Centigram	Сантиграмм	Centigram
Gramme, Gram	Грамм	Gram
Kilogramme, Kilogram	Килограмм	Kilogram
Milligramme, Milligram	Миллиграмм	Milligram
Programme	1) Программа; 2) Передача (телевидение, радио); 3) Программка (театральная);	Program

*Таблица 9. -mme/-m*

Как мы видим, существуют абсолютно разные правила правописания в британском и американском вариантах английского языка. Мы постарались наиболее подробно описать различия в правописании и дать наиболее исчерпывающие примеры.

Говоря о фонетических различиях, необходимо упомянуть британского профессора фонетики Университетского колледжа Лондона, Джона Уэллса. Джон Уэллс знаменит благодаря своим работам о фонетических различиях в различных вариантах английского языка “Акценты английского языка: Глава 1: Вступление; Глава 2: Британские острова; Глава 3: За пределами английского языка”; (“Accents of English: Volume 1: An

Introduction; Volume 2: The British Isles; Volume 3: Beyond the British Isles”); В этих работах, Джон Уэллс подробно анализирует разные варианты английского языка, включая британский и американский, даёт подробный разбор фонологии и фонетики, включая фонетические различия между нормативным произношением (британский английский) и общим английским (американский английский).

Исследователь Джон Алгео (John Algeo), также исследовал различия между британским и американским вариантами английского языка. Джон Алгео известен благодаря своей книге “Британский или американский английский?”. В ней Джон Алгео подробно разбирает лексические, фонетические и грамматические различия между британским и американским английским. Вот, что Джон Алгео говорит о фонетических различиях между британским и американским вариантами английского языка: “Самая очевидная разница между британским и американским английским это “тон” языка, а именно та интонация, которая сопровождает предложения.

Когда британец или американец разговаривает, они различают друг друга, прежде всего, по интонации, с которой говорит каждый носитель своей варианта. В пении, музыкальный тон преобладает над прозаическим тоном, поэтому очень трудно различить британских и американских певцов. Другие фонетические различия касаются ударения, а также в артикуляции и распределении согласных и гласных. Эти различия достаточно подробно описаны. Лексические различия также широко рассмотрены между двумя вариантами, и они достаточно обширны, хотя они часто бывают менее заметны, чем большинство слов, к которым относятся предполагаемые эквиваленты.” (Algeo, 2006; Janicki, 1977).

<b>Британский английский</b>	<b>Слово</b>	<b>Американский английский</b>
[ˈʃedʒu:l]	Schedule (График)	[ˈskedʒu:l]
[plæn]	Plan (План)	[plæn]
[ˈtræfɪk]	Traffic (График, Дорожное движение)	[ˈtræfɪk]
[hænd]	Hand (1) Рука; 2)	[hænd]

	Стрелка часов; 3) Передняя лапа, нога у животных;)	
[ 'sɜ:kəmstɑ:n s ]	Circumstance (Обстоятельство)	[ 'sɜ:.kəm.stæ:n s ]
[ 'æktʃuəli ]	Actually (В действительности, на самом деле)	[ 'æktʃuəli ]
[ kæn ]	Can (Мочь, уметь)	[ kæn ]
[ 'plænɪt ]	Planet (Планета)	[ 'plænɪt ]
[ 'æktɪv ]	Active (Активный)	[ 'æktɪv ]
[ 'pæsɪv ]	Passive (Пассивный)	[ 'pæsɪv ]
[ 'hæp(ə)n ]	To happen (Случаться, Происходить)	[ 'hæp(ə)n ]
[ fækt ]	Fact (Факт)	[ fækt ]
[ 'fæm(ə)li ]	Family (Семья)	[ 'fæm(ə)li ]
[ bəd ]	Bad (Плохой)	[ bəd ]
[ ,ʌnɪn' hæbitəb l ]	Uninhabitable (Непригодный для жилья)	[ ,ʌnɪn' hæbitəb l ]
[ bæŋk ]	Bank (Банк)	[ bæŋk ]
[ vɑ:z ]	Vase (Ваза)	[ veɪs ]
[ əd' vɜ:tɪsmənt ]	Advertisement (Реклама)	[ ,ædvɜr' taɪzmə nt ]
[ træn' zleɪʃ(ə)n ]	Translation (Перевод)	[ træns' leɪʃ(ə)n ]
[ tə' mɑ:təʊ ]	Tomato (Помидор)	[ tə' meɪtəʊ ]
[ 'mɪlɪtri ]	Military (Военный, Воинский)	[ 'mɪlɪ ,teri ]
[ 'fju:təl ]	Futile (Бесполезный, Тщетный)	[ 'fju:təl ]
[ 'glasiəl ]	Glacier (Ледник)	[ 'gleɪʃər ]
[ 'kɜ:nəl ]	Colonel (Полковник)	[ 'kɜ:r:nəl ]

['næʃ(ə)n(ə)l]	National (Национальный)	['næʃ(ə)n(ə)l]
['leɪzə]	Leisure (Досуг, Свободное время)	['li:zər]
[kən'trɪbjʊ:t]	To contribute (1) Делать взнос, жертвовать; 2) Сотрудничать (где-л.);)	[kən'trɪbjʊ:t, 'kɒntrɪbjʊ:t]
[zed]	Z (Буква Z)	[zi]
['θʌrʌ]	Thorough (Тщательный)	['θɜ:rəʊ]
['məʊbaɪl]	Mobile (мобильный, переносной)	['məʊbəl]
[dɒl]	Doll (Кукла)	[dɒl, dɔl]
[gəʊ]	To go (Идти)	[gəʊ]
['brɔʊʃl]	Brochure (Брошюра)	[brɔʊ'ʃɒr]
['hʌrɪkən]	Hurricane (Ураган)	['hɜ:rɪ,keɪn]
['preməʃʊə]	Premature (Преждевременный)	[,pri:mə'tɔr]
['fɔɪeɪ]	Foyer (Фойе, Вестибюль)	['fɔɪər]
['fɜ:taɪl]	Fertile 1) Плодородный; 2) Плодовитый;	['fɜ:rtəl]
['deɪliə]	Dahlia (Георгин)	['deɪljə]
['mɪsaɪl]	Missile 1) Реактивный снаряд, Ракета; 2) Метательный снаряд;	['mɪsəl]
['prəʊses]	To process 1) Подвергать обработке; 2) Оформлять, Рассматривать (документы); 3) Обрабатывать (информацию);	['pra:səs]
[pə'sju:ənt]	Pursuant (В	[pə'su:ənt]

	соответствии с) (formal or specialized)	
[lə'brɒrət(ə)ri]	Laboratory (Лаборатория)	['læbrətɔ:ri]
['eɪprɪkɒt]	Apricot (Абрикос)	['æprɪkɑ:t]
['jɒgət]	Yoghurt (Йогурт)	['jəʊgərt]
[ɪ'reɪz]	To erase (Стирать) (Удалять)	[ɪ'reɪs]
[,ɔ:rgənəɪ'zeɪʃ(ə)n]	Organization (UK,US), Organisation (UK) (Организация)	[,ɔ:rgənə'zeɪʃ(ə)n]
[pə'hæps], [præps]	Perhaps (Может быть, Возможно)	[pə'hæps]
[kla:k]	Clerk 1) Служащий; 2) Продавец (US);	[klɜ:rk]

Таблица 10. Фонетические различия

#### Окончание “-ile”

Слова, которые имеют неударное окончание –ile произошли от латинских прилагательных, оканчивающихся на –ilis, чаще всего произносятся как [aɪl] в британском английском и [əl] в американском английском (Doragh, 2000).

Британский английский	Слово	Американский английский
[ 'ædzɑɪl]	Agile 1) Ловкий; 2) Сообразительный;	[ 'ædz(ə)l]
[ 'fju:tɑɪl]	Futile (Беспольный, Тщетный)	[ 'fju:təl]
[ 'hɒstɑɪl]	Hostile (Враждебный)	[ 'hɑ:stl] [ 'hɑ:stɑɪl]
[ 'dʒu:vənɑɪl]	Juvenile 1) Несовершеннолетний; 2) Ребяческий;	[ 'dʒuvən(ə)l]

['məʊbaɪl]	Mobile (Переносной, Передвижной)	['məʊbəl]
['vz:sətəɪl]	Versatile 1) Разносторонний; 2) Многоцелевой;	['vz:rsət(ə)l]

Таблица 11. Окончание “-ile”

### Окончания -ary, -ery, -ory

Некоторые слова, обычно с такими окончаниями, как -ary, -ery, или -ory, также имеют различия в ударении в британском английском и американском английском. В британском английском у вышеуказанных окончаний гласные звуки [e] и [ɜ] либо сокращаются до звука [ə], либо полностью опускаются. В американском английском данные окончания имеют полный гласный звук, т.е. произносятся полностью (Algeo, 2006).

Британский английский	Слово	Американский английский
['dɪkʃ(ə)n(ə)rɪ]	Dictionary (Словарь)	['dɪkʃənəri]
[ɪk'strɔ:dnəri]	Extraordinary (Необыкновенный, Невероятный)	[ɪk'strɔ:rdənəri]
[lə'brɔ:tri]	Laboratory (Лаборатория)	['læbrətɔ:ri]
['mɒnəstri]	Monastery (Монастырь)	['mɑ:nəsteri]
['nesəs(ə)rɪ]	Necessary (Необходимый)	['nesəsəri]
['terɪt(ə)rɪ]	Territory (Территория)	['terətɔ:ri]

Таблица 12. Окончания -ary, -ery, -ory

### Идиомы

Разница между британским английским и американским английским также существует и в употреблении идиом.

<b>Британский английский</b>	<b>Перевод</b>	<b>Американский английский</b>
To have green fingers	Быть умелым садоводом	To have a green thumb
Touch wood	Тьфу-тьфу-тьфу (чтобы не сглазить)	Knock on wood
To have a skeleton in the cupboard	Иметь скелет в шкафу	To have a skeleton in the closet
A home from home	Второй дом	A home away from home
To take smth with a pinch of salt	Относиться скептически к чему-л.	To take smth with a grain of salt
To put in one's tuppence (worth)	Вставить свои пять копеек	To put one's two cents (worth)

*Таблица 13. Идиомы*

Как видно, идиомы, также не являются исключением в различиях между британским и американским вариантах английского языка. Когда используешь идиомы в общении, надо быть наиболее аккуратным в их использовании, т.к. если использовать идиому, которая не существует в одном варианте английского языка, то носитель данного варианта не сможет вас понять. Носитель данного варианта английского языка может быть сбит с толку. Поэтому, необходимо учитывать различия между британским и американским вариантами английского языка во всех аспектах различий, включая идиомы (Janicki, 1977).

#### **Грамматические различия**

**Использование времён Present Perfect (британский английский) и Past Simple (американский английский) с маркерами времени**

Настоящее совершенное время “The Present Perfect Tense” присуще больше британскому английскому, нежели чем американскому английскому. В американском английском чаще всего используется простое прошедшее время “The Past Simple Tense” во всех случаях, даже когда, есть маркеры времени The Present Perfect (already, just, ever, never, before, recently, not...yet,

lately, so far, by now, up to now). В британском английском, в данных случаях, всегда используют настоящее совершенное время “The Present Perfect Tense”.

Например:

Британский английский:

-I've lost my keys. Have you seen them?

-I've missed the bus, so I'm going to be late for the meeting.

Американский английский:

-I lost my keys. Did you see them?

-I missed the bus, so I'm going to be late for the meeting.

Использование времени “The Present Perfect Tense” в данных случаях для американцев считается слишком формальным. Однако американские политики, а также те, кто выступает на формальных собраниях, соблюдают правило использования времени “The Present Perfect Tense” со словами-маркерами, чтобы показать себя высокообразованными людьми (Daragh, 2000).

#### **Формы глаголов прошедшего времени**

В большинстве случаев в британском варианте английского языка глаголы прошедшего времени приобретают окончание -t, тогда как в американском английском большинство глаголов прошедшего времени имеют окончание -ed.

Другими словами, в британском английском использование неправильных форм прошедшего времени у глаголов происходит намного чаще, чем в американском английском. Однако возможны случаи, когда в британском английском неправильные глаголы в прошедшем времени имеют окончание -ed. Но происходит это довольно редко (Janicki, 1977).

<b>Британский английский</b>	<b>Перевод</b>	<b>Американский английский</b>
To burn (burnt/ed – burnt/ed)	Гореть, Жечь	To burn (burned/t – burned/t)
To dream (dreamt/ed – dreamt/ed)	1) Мечтать; 2) Видеть сон;	To dream (dreamed/t – dreamed/t)
To get (got – got)	1) Получать; 2) Доставать;	To get (got – gotten)

	3) Забирать; 4) Доставать; 5) Приносить;	
To lean (leant/ed – leant/ed)	Откидываться, Прислоняться	To lean (leaned – leaned)
To learn (learnt/ed – learnt/ed)	Учить	To learn (learned – learned)
To prove (proved – proved)	Доказывать	To prove (proved – proved/n)
To wake (woke – woken)	Просыпаться, Будить	To wake (waked/woke – woken)

*Таблица 14. Формы глаголов прошедшего времени*

### **Обсуждение**

Британская культура и американская культура уникальны. Они имеют свои культурологические особенности и правила общения. Поэтому для успешного общения с британцами и американцами необходимо не просто знать британский английский и американский английский, но и владеть особенностями правил поведения при общении в британской и американской культурах. Может показаться, что британская и американская культуры очень похожи, т.к. они считаются яркими представителями западного мира. Однако это большое заблуждение. Британцы не принимают нормы, традиции и образ жизни американцев, считая их слишком развязными, в тоже время американцы не принимают нормы, традиции и образ жизни британцев, считая их слишком чопорными.

Чтобы понять, в чём заключается разница между британской и американской культурами, и понять, как правильно общаться с британцами и американцами, необходимо представить культурологические особенности поведения британцев и американцев.

Рассмотрим теперь правила поведения и общения британцев. Британской культуре присуще соблюдение этикета во всех ситуациях. Английская вежливость является визитной карточкой Соединённого Королевства. Соединённое Королевство – это та

страна, в которой зародилось понятие «истинного джентльмена». Чтобы им стать, нужно обладать безупречными манерами и соблюдать этикет (Дмитриенко, 2020).

Британцами присуща сдержанность во время общения. Считается дурным тоном, если кто-то начинает повышать голос или возмущаться по какому-либо поводу. При этом британцы улыбаются во время разговора, чтобы быть вежливым.

Помимо этого, британцы очень скромные и никогда не будут хвастаться своими достижениями. Это не принято в британской культуре. В то же время британцы постоянно делают друг другу комплименты во время разговора. Это одно из правил этикета британской культуры (McArthur, 2002).

Невозможно представить, чтобы британец открыто пошёл на конфликт. Это неприемлемо. В любом случае британец будет сдержанным, и не будет показывать своё недовольство. Он выскажет свою точку зрения и выслушает собеседника, не прерывая его.

Во время разговора не принято держать руки в карманах. Это считается верхом невежества и неуважения к собеседнику (Hornby, 2005).

Говоря о знакомстве, в Соединённом Королевстве это не так легко сделать. В британской культуре знакомство с кем-либо обычно происходит с помощью друга или знакомого, когда тебя представляют другому человеку. Пытаться познакомиться с чужим человеком считается неприличным. Это правило обычно распространяется на большие города, такие как Лондон. В деревнях обычно все знают друг друга и быстро знакомятся.

Самым простым способ начать разговор с британцем – это начать разговор о погоде. В британской культуре большинство разговор начинается с разговора о погоде. Это является обязательным правилом общения в британской культуре (Дмитриенко, 2020).

Вообще ведение светской беседы в Соединённом Королевстве является самым обычным явлением. Британцы предпочитают общаться на нейтральные темы, такие как погода, новости и т.п. Расспрашивать про личную жизнь британцев крайне неприемлемо и считается плохим тоном. Абсолютно нормальным считается вопрос: “Как Вы поживаете?” или “Как у Вас дела?” В

Соединённом Королевстве запрещено разговаривать о деньгах и отношениях в семье. Британцы никогда не рассказывают о своей личной жизни и ждут такого же отношения от других (Дмитриенко, 2020).

Остановимся теперь на рассмотрении правил поведения и общения американцев. Американцам присущи такие качества как открытость, эмоциональность, энергичность, дружелюбие. Американцы всегда стараются вести себя неофициально, даже на формальных встречах, чтобы показать свою открытость и готовность идти на контакт.

Американцы часто шутят и улыбаются, и ждут такого же отношения и к себе. Если собеседник будет слишком серьёзным, закрытым, то американец может решить, что его компания Вам неприятна и Вы хотите побыстрее закончить разговор. Более того, американцы быстро переходят на обращение по имени, чтобы не казаться чужими людьми (Hornby, 2005).

В американской культуре принято здороваться за руку, похлопывать друг друга по плечу и обниматься в знак дружелюбия и открытости. Американцы не понимают, когда с ними серьёзно разговаривают и, по крайней мере, не жмут руку. Это считается невежливым и отдаляет собеседников друг от друга (Wells, 1982).

Также американцы предпочитают следовать пословице: “Не откладывай на завтра то, что можешь сделать сегодня”. Это говорит о другой черте американской культуре – успех. Американцы всегда, особенно в бизнесе, стараются делать всё, чтобы как можно быстрее достичь успеха и получать большой доход. Вообще для американцев вопрос денежного благополучия является одним из самых важных. Поэтому многие народы не понимают в этом смысле американцев и считают их помешанными на деньгах. В действительности – это отчасти так и есть. Для любого американца одной из главных в жизни целей считается личное благосостояние. К сожалению, американцы пренебрежительно относятся к тем, кто не может достичь финансового благополучия (Hornby, 2005).

Также американцы могут спокойно во время беседы положить ноги на соседний стул или даже на стол. В Соединённых Штатах это считается самым обычным делом. Таким образом американцы показывают свою непринуждённость во всём. Для других культур,

особенно, азиатских, это считается верхом неприличия. Из-за этого появляются стереотипы, что американцы невежественны и ничего не знают о хороших манерах. Можно по-разному смотреть на это, но американцы не задумываются, прилично ли это или нет. Для них это является нормальным в ситуации общения.

Стоит также отметить, что в американской культуре есть темы, разговор о которых считается недопустимым. Например, американцы никогда не обсуждают свои личные проблемы в семье и на работе. Обсуждение таких тем в американской культуре считается оскорбительным, т.к. предполагается, что каждый должен сам решать свои проблемы и не втягивать в это других.

Более того, не стоит начинать разговоры на религиозные и политические темы. Запрещено обсуждать расовые различия. Субъективная точка зрения на данные темы может обидеть собеседника. В Соединённых Штатах считается, что каждый человек может жить, как хочет. Даже если это считается неприличным. Это личное дело каждого. Конечно, если это не затрагивает права и свободы другого человека (Wells, 1982). Однако, несмотря на то, что американская культура ценит свободу слова, пророссийское мнение запрещено в Соединённых Штатах и людям запрещено высказывать свою пророссийскую точку зрения на телевидении или радио.

Также американцы очень гордятся своей страной. Патриотизм у американцев в крови. На большинстве коттеджей, в метро, общественном транспорте, Вы всегда увидите американский флаг. Считается, что если у тебя нет на участке флаштока с американским флагом, то ты не патриот своей страны. При этом, американцы могут вообще ничего не знать об истории своей страны, её культуре, традициях, географии и т.п. Часто так и происходит. Американцы могут совсем мало знать о своей стране, но при этом очень ей гордиться и говорить, что они патриоты, как бы абсурдно это не звучало (Hornby, 2005). Более того, в Соединённых Штатах резко осуждается плохо отзываться об американской армии. Американцы очень ей гордятся, и любое резкое слово сразу воспринимается в штыки (Wells, 1982).

Как мы видим, британская и американская культуры очень разные. В Соединённом Королевстве и Соединённых Штатах есть свои культурологические особенности и правила речевого

общения. Поэтому необходимо знать данные правила, чтобы успешно взаимодействовать с представителями британской и американской культур.

#### **Заключение**

В заключении необходимо отметить, что британский английский и американский английский отличаются друг от друга в лексике, фонетике и грамматике. Важно не просто знать английский язык, но и лексические, фонетические и грамматические различия между британским и американским вариантами английского языка, чтобы правильно понять, что имеет в виду британец и американец во время общения, и чтобы представители британской и американской культур смогли понять, что Вы имеете в виду. Для успешного взаимодействия с представителями британской и американской культур, важно учитывать также и культурологические особенности правил их речевого поведения. Данные культуры сильно отличаются друг от друга, несмотря на то, что они считаются яркими представителями западного мира. Поэтому необходимо знать правила общения и поведения британцев и американцев, чтобы никого не обидеть и правильно общаться, так как язык и культура не отделимы друг от друга. Таким образом, развивается психологическая готовность учащихся к иноязычному речевому общению на межкультурном уровне с использованием соответствующего британского или американского варианта английского языка; обеспечивается тренировка учащихся в выборе нужного варианта английского языка, что является подготовкой к ситуативной спонтанности речи вообще.

#### **Литература**

1. Дмитренко Т.А. Современные технологии обучения иностранному языку в системе высшего образования: учебное пособие. Москва: МПГУ, 2020.
2. Новое в зарубежной лингвистике. Вып. XXV. Контрастивная лингвистика: Переводы/Сост. В.П. Нерознак; Общ. ред. и вступ. ст. В.Г. Гака. – М.: Прогресс, 1989.
3. Петрова А.В., Орлова И.С. Новый самоучитель английского языка: практический курс. – М.: АСТ: Астрель; Владимир: ВКТ, 2010.
4. Черниховская Н.О. Понятный английский. – М. : Эксмо, 2010.

5. Algeo J. *British or American English? A Handbook of Word and Grammar Patterns*. – Cambridge: Cambridge University Press, 2006.
6. Allen J. *The BBC News Styleguide*. BBC Training and Development. – London, 2003.
7. Crystal D. *English as a Global Language*. Second edition. – Cambridge: Cambridge University Press, 2003.
8. Daragh G. *A to Zed, A to Zee: A Guide to the Differences between British and American English*. – Hondarribia: Stanley Publisher, 2000.
9. Hornby A. S. *The Little Book of Words from British and American Culture*. – Oxford: Oxford University Press, 2005.
10. Janicki K. *Elements of British and American English*. – Warsaw: Państwowe Wydawnictwo Naukowe, 1977.
11. McArthur T. *Concise Oxford Companion to the English Language*. – Oxford: Oxford University Press, 1998.
12. McArthur T. *The English Languages*. – Cambridge: Cambridge University Press, 1998.
13. McArthur T. *The Oxford Companion to the English Language*. – Oxford: Oxford University Press, 1992.
14. McArthur T. *The Oxford Guide to World English*. – Oxford: Oxford University Press, 2002.
15. Schur N. W. *British English A to Zed. Facts on File*. Third edition. – 2007.
16. Wells J. C. *Accents of English: Volume 1. An Introduction*. – Cambridge: Cambridge University Press, 1982.
17. Wells J. C. *Accents of English: Volume 2: The British Isles*. – Cambridge: Cambridge University Press, 1982.
18. Wells J. C. *Accents of English: Volume 3. Beyond the British Isles*. – Cambridge: Cambridge University Press, 1982.

#### References

- Dmitrenko, T.A. (2020). *Modern technologies of foreign language teaching in the system of higher education*. Moscow: MPGU.
- Chernikhovskaya, N.O. (2010). *Clear English*. Moscow: Eksmo.
- Gak, V.G. (Eds.). (1989). *New in foreign linguistics. Vol. XXV. Contrastive Linguistics*. Moscow: Progress.
- Petrova, A.V., & Orlova, I.S. (2010). *New tutorial of the English*

- language: practical course*. Moscow: AST: Astrel; Vladimir: VKT.
- Algeo, J. (2006). *British or American English? A Handbook of Word and Grammar Patterns*. Cambridge: Cambridge University Press.
- Allen, J. (2003). *The BBC News Styleguide. BBC Training and Development*. London.
- Crystal D. (2003). *English as a Global Language. Second edition*. Cambridge: Cambridge University Press.
- Daragh, G. (2000). *A to Zed, A to Zee: A Guide to the Differences between British and American English*. Hondarribia: Stanley Publisher.
- Hornby, A. S. (2005). *The Little Book of Words from British and American Culture*. Oxford: Oxford University Press.
- Janicki, K. (1977). *Elements of British and American English*. Warsaw: Państwowe Wydawnictwo Naukowe.
- McArthur, T. (1998). *Concise Oxford Companion to the English Language*. Oxford: Oxford University Press.
- McArthur, T. (1998). *The English Languages*. Cambridge: Cambridge University Press.
- McArthur, T. (1992). *The Oxford Companion to the English Language*. Oxford: Oxford University Press.
- McArthur, T. (2002). *The Oxford Guide to World English*. Oxford: Oxford University Press.
- Schur, N. W. (2007). *British English A to Zed. Facts on File. Third edition*.
- Wells, J. C. (1982). *Accents of English: Volume 1: An Introduction*. Cambridge: Cambridge University Press.
- Wells, J. C. (1982). *Accents of English: Volume 2: The British Isles*. Cambridge: Cambridge University Press.
- Wells, J. C. (1982). *Accents of English: Volume 3: Beyond the British Isles*. Cambridge: Cambridge University Press.

УДК 81.23

<https://doi.org/10.25076/vpl.38.04>

И. С. Лебедева, П. К. Федорова

Московский государственный лингвистический университет

### ВЕЖЛИВОСТЬ В КОНФЛИКТНОМ ДИСКУРСЕ

*Данная статья посвящена изучению связи между использованием средств реализации тактики вежливости и урегулированием конфликта. Интерес к изучению конфликта появился еще в древние времена, однако, в современном мире знания о способах предупреждения и конструктивного решения конфликтов становятся все более актуальными. Объектом данного исследования являются средства, используемые коммуникантами для предупреждения и урегулирования конфликтных ситуаций, а именно средства реализации коммуникативной тактики вежливости, использованные в конфликтном дискурсе. На основе тщательного анализа аутентичных конфликтных ситуаций удалось выделить наиболее частотные средства реализации тактики вежливости, к которым прибегают коммуниканты в ситуациях конфликта. Кроме того, был проведен сравнительный анализ Британского и Американского вариантов английского языка, что позволило выявить очевидные культурные различия в использовании тактики вежливости в двух вариантах английского языка. Данное направление исследования представляется перспективным, в связи с растущей конфликтностью современного общества и возрастающей необходимостью приобретения компетенций, связанных с предупреждением и урегулированием конфликта. Данные, полученные в настоящем исследовании, применимы к различным сферам человеческой деятельности, способствуют пониманию роли вежливости в жизни человека и направлены на дальнейшее изучение данного концепта и распространение знаний о нем.*

*Ключевые слова:* конфликтология, конфликтный дискурс, конфликтная ситуация, коммуникативная стратегия, тактика вежливости, теория вежливости, средства вежливости

UDC 81.23

<https://doi.org/10.25076/vpl.38.04>

I. S. Lebedeva, P.K. Fedorova  
Moscow State Linguistic University

## POLITENESS IN CONFLICT DISCOURSE

*This article is devoted to the study of the relationship between the use of politeness tactics and conflict resolution. As early as in ancient times scholars got interested in the issue of conflict prevention and resolution, and in the modern world awareness of conflict prevention and resolution skills has become crucial. The present research looks into strategies of politeness used by opponents to prevent and resolve situations of conflict. The authors provide a detailed account of some commonly used politeness strategies opponents resort to in conflict situations, discuss peculiarities of their usage and compare their relevant frequencies in the British and American varieties of the English language. The comparative analysis revealed some striking differences in the use of politeness strategies by communicants to prevent and resolve conflict. The study of conflict prevention and resolution skills is a promising direction of research, due to the mushrooming proliferation of conflict in the modern world and the need for knowledge about the role of linguistic politeness in conflict settlement. The data obtained in this study are applicable to various areas of human activity, and contribute to understanding the role of politeness in human life. They are aimed at further studying this concept and disseminating knowledge about it.*

*Key words: conflictology, conflict discourse, conflict situation, communicative strategy, politeness tactic, theory of politeness, politeness strategy*

### **Introduction**

Conflict is an inseparable part of human life. Some people view conflict as an unpleasant situation which must be avoided. Others may see it as a phenomenon which necessitates management. Still, others consider conflict as an exciting opportunity for personal growth and use it to their best advantage. However, for most people the notion of

'*conflict*' often possesses a negative connotation.

In the modern world the interest towards conflict discourse is growing. The relevance of conflict management is undoubted. As a rule, people see only the observable aspect of conflict – angry words, actions of opposition, etc. But this is only a small part of conflict, for this reason people need some universal tactics to be able to prevent or to resolve conflict.

This research focuses on investigating the history of conflict research and different kinds of approaches and methods of dealing with conflicts. One area that has been researched into so far is methods that help people to be polite in conflict situations. So, the main aim of the research is to study what relevance strategies of politeness have for the process of communication and particularly for conflict prevention and resolution and how their usage depends on the sociolinguistic factors such as age, culture, mentality, level of education, etc. Nowadays people use polite formulas quite rarely, that is why the present research which aims to highlight politeness issues and raise awareness of the importance of politeness could be of interest.

Conflictology is a relatively new science which dates back to the previous century. Conflict has been studied in the context of psychology, sociology and sociobiology, philosophy, history, mathematics, pedagogy, politics and jurisprudence. However, linguistic conflictology still has many grey areas. Moreover, the present paper aims to highlight areas of intersection between politeness and conflict prevention and resolution which is a relatively new area of research.

Earlier studies of language put emphasis on formal and semantic aspects of usage and neglected the socio-cultural aspects which characterize everyday language. Later Searle (1969) was able to repair this leak in earlier paradigms by introducing a pragmatic approach into the study of language. In the course of producing utterances people perform communicative acts and though these acts certain social functions are performed. Politeness issues are essential for communicative success as an impolite person is perceived by others as rude, crude or uncooperative. Interest to politeness has grown considerably over the past few decades and nowadays cannot be ignored.

Various approaches to understanding communicative strategies are found in linguistics because linguists study them from different

perspectives. There is still no universal classification. The terms “strategy” and “tactic” are widely used by Russian linguists nowadays. One of the definitions of the strategy states that it is “a set of communicative actions that is pre-determined by the speaker’s communicative aim” (Raduk, 2013, p. 78).

Issers (2012, p. 110) defines the tactic as “one or two actions which contribute to the realization of the strategy”. According to this scheme the tactic is just a way of achieving the communicative aim.

One of the most complete classifications of communicative strategies is presented by O. S. Issers “Communicative strategies and tactics in the Russian language”.

Regarding the significance of the speaker’s goals strategies can be classified into core and peripheral (Issers, 2008, p. 105) because the speaker’s communicative aims could be more and less general.

Another classification is predicated upon the degree of the functional relevance of the strategy. Based on this criterion primary and secondary strategies (Issers, 2008, p. 106) can be singled out. Communicants act in accordance with the situation and their intentions.

Teaching communication skills is an important element of any modern syllabus of the English language. Much attention should be given to teaching communicative strategies conflict prevention and resolution skills. A crucial component of communicative competence is awareness of the importance of politeness strategies for conflict resolution. Knowledge of linguistic politeness as a strategy of speech behavior allows interlocutors to maintain a felicitous pattern of communication and prevent conflict. The present research focuses on realization of politeness strategies in conflict situations. Within the framework of the study a corpus of politeness strategies used in conflict discourse was subjected to comparative analysis in the course of which their overall pragmatic effect on the listener was revealed. Considerable attention was given to the statistical analysis of the distribution of strategies of politeness in English conflict communication.

The authors of this research set the following tasks:

- to investigate the history of conflict research;
- to study the areas of intersection between conflict and politeness;
- to describe existing approaches to conflict and conflict resolution;
- to study the use of politeness strategies in conflict situations;
- to compare the use of politeness strategies in the British and

American varieties of the English language and answer the question what relevance sociolinguistic factors have for the use of linguistic politeness and conflict.

The results of the research can be of interest to English language learners, particularly, those interested in conflict discourse and the issues of conflict prevention and resolution. Politeness strategies described in the present research can be applied by speakers to prevent and resolve conflict.

#### **Materials and methods**

For the purpose of the analysis of politeness strategies used in conflict discourse a corpus of 800 passages of politeness have been collected from authentic British and American materials and subjected to contextual, qualitative, quantitative and comparative statistical analyses. Comparative analysis was conducted to identify the differences observed in the use of politeness strategies in the British and American varieties of the English language. The materials were obtained from the British series “Peaky Blinders” which follows the exploits of the Shelby crime family in the aftermath of the First World War, “The Pursuit of Happiness”, an American biographical drama film, “Homefront”, an American action thriller film and “Pretty Woman”, an American romantic comedy.

#### **Discussion**

The topicality of the study lies in the necessity to reveal how strategies of politeness can be used in the process of communication and particularly in conflict situations. The question lies in the following: Can politeness be an effective tool of conflict prevention and resolution?

Asking indirect questions, indirect requests, apologizing, using appropriate titles in communication, using the right language, all this is considered polite behavior. Yet, there is no unanimity of opinion as to what politeness is and what significance it has for different cultures. Although many attempts have been made to approach the concept, no unified direction of research has been proposed and as Meier (1995) once stated there was a *disconcerting amount of divergence and lack of clarity concerning the meaning of politeness*.

The etymology of the term *politeness* is described by Sifianou (1992: 81) in the following way:

*“Polite is derived from the Latin ‘politus’, past participle of ‘polire’*

meaning 'to smooth'. Thus, 'polite' originally meant 'smoothed', 'polished', and subsequently 'refined', 'cultivated', 'well bred', and so on, when referring to people, and 'courteous', 'urban', etc. when referring to manners."

Contemporary research into politeness and politeness strategies is generally predicated upon the works by G. Leech ("Principles of Pragmatics"), R. Lakoff ("Language and Woman's Place") and P. Brown and S. Levinson's Theory of Politeness.

Most scholars agree that politeness can be used to avoid conflict. R. Lakoff (1975), for example, sees politeness as a form of behavior which has been "developed by societies in order to reduce friction in personal interaction". She first elaborated on Grice's maxims and proposed the following rules of politeness:

1) **Don't impose**: to satisfy this condition a social distance should be created and maintained between the speaker and the addressee;

2) **Give options**: the speaker gives the addressee freedom to express uncertainty over the speech act they perform;

3) **Make the addressee feel good – be friendly**: this assumption is concerned with "the equality rule" which claims that despite the speaker's superior status they communicate as if the addressee were their equal.

G. Leech (1983) saw politeness as "**strategic conflict avoidance**" which, in his opinion, could be measured in terms of the degree of effort put into the avoidance of conflict situations. G. Leech (1983) also adapted Grice's conversational maxims to politeness research and analyzed it in terms of maxims of politeness applied within the pragmatic framework. Leech attempts to explain indirectness in interaction regarding politeness as the impetus for indirectness in conveying meaning. He distinguishes between the speech act the speaker wants to perform and the way they adapt it to the communicative situation.

A coherent theory of linguistic politeness which not only provided a description of politeness strategies but also pointed to their universal character across five different languages was proposed by P. Brown and S. Levinson (2014).

Linguists determine 'politeness' as "*the performance of redressive action to minimize face threat*" (Brown & Levinson 1987, 61). The theory is based on the concept of 'face' which was first introduced into

social research by E. Goffman (2000) who defined '*face*' as a self-image that every person seeks to protect in the process of communication (Brown & Levinson 2014, 61). Thus, face is something that can be, for instance, lost or maintained. In communication interlocutors normally cooperate to maintain face.

The other issue that the present research is set to describe is conflict. The social conflict is a complex, little-studied phenomenon of social life. Its complexity is explained by the fact that at least 11 sciences (military science, art history, history, mathematics, pedagogy, politics, law, psychology, sociobiology, sociology, philosophy) have made it the focus of their research. Moreover, humanity clearly has not succeeded so far in social conflict avoidance, prevention and settlement, which indicates that there still are grey areas in the science of conflict. Understanding conflict is a prerequisite for its prevention and resolution. One of the most promising research methods found in the field is situational analysis of conflict.

Communicative contexts are variable and depend on many factors, including sociolinguistic. For this reason, people's behavior and the choice of linguistic means depend on the setting as well as their character, gender, education, the degree of their closeness, etc. Undoubtedly, human beings are not perfect creatures and they have their own opinions and beliefs and it is not surprising the conflict situations occur. However, the notion of "conflict" is quite difficult to describe as there are various types of conflict situations. Social conflict is the most acute way to resolve significant contradictions that arise in the process of social interaction, consisting in the opposition of participants and accompanied by experience of negative emotions in relation to each other. Interstate conflicts are a complex mental state caused by a prolonged struggle of motives, drives, and values that reflect conflicting connections with the social environment and delay decision-making.

To ensure analysis of real-life conflict situations the notion of 'conflict' has been profoundly researched into, its causes, dynamics, structure, levels and classifications of conflicts, in particular. The research is predicated upon the works by A. J. Antsupov and A. I. Shipilov (2000) and by E. Berne (2019).

The first conceptual ideas on the topic of conflict appeared in the 19<sup>th</sup>-20<sup>th</sup> century. It does not mean that the aspect had not been studied

before. Actually, since ancient times conflict has been a wide-spread thing in people's lives, but no proper attention has been given to it. However, later ancient philosophers got interested in the issue and pointed to the inevitable nature of conflicts. Initial research dates back to the 7<sup>th</sup>-6<sup>th</sup> centuries B. C. Chinese scholars believed that the yin-yang relationship formed the basis for everything in the world, and this type of relationship describes permanent confrontation which causes conflict among people (Antsupov & Shipilov, 2000, p. 11).

The 6<sup>th</sup>-5<sup>th</sup> centuries B. C. can be characterized by the first generalizations of the role of war as a social conflict, for instance, Heraclitus considered war as "the Father and the King of everything around". However, Plato believed it was the greatest evil. Numerous ancient thinkers were interested in the topic of conflict in its various manifestations. One of the first attempts to systematically analyse conflict was made by N. Machiavelli who did not take into account the prevailing divine views of that times and believed that conflict was "*a universal and continuous state caused by the vicious human nature*" (Antsupov & Shipilov, 2000, p. 12).

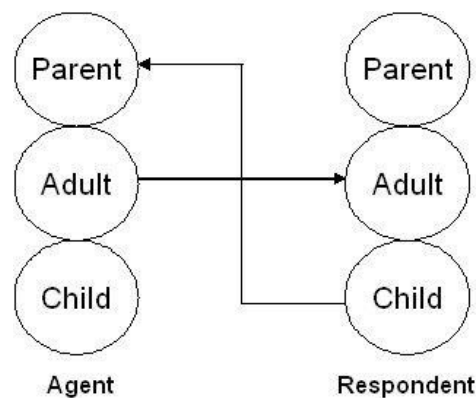
For the first time, conflict as a multi-level social phenomenon was studied by A. Smith in "An Inquiry into the Nature and Causes of the Wealth of Nations". He believed that conflict was based on the division of society into classes (capitalists, landowners, wage workers) and economic rivalry. A. Smith regarded class warfare as a source of social development, and social conflict, therefore, as a benefit for humanity.

Thus, many thinkers have paid close attention to conflict since the beginning of science. They pointed to both positive and negative aspects of social conflicts in society. Thus, the following conclusion can be made: the object of conflictology, which is a relatively new science, is conflict as a general concept, and the subject is causes, laws of occurrence, development and resolution of conflicts. The object of conflict resolution comprises three types of conflicts: social, intrapersonal, and conflicts involving animals (Antsupov, & Shipilov, 2000, p. 37). The major objectives of conflictology are the study of conflict, development of a theory of conflict, raising awareness of conflict avoidance, prevention and resolution, forecasting possible conflicts.

There is another approach to the study of conflict: Berne's (2019) theory of conflict that explains conflict, its causes and consequences.

This investigation is based on the analysis of three ego-states of an individual: *Parent, Child and Adult*. Every state has a set of its own behavioral patterns and feelings. For instance, Parent is a state in which the way a person thinks, feels and behaves resembles the way their parents did. Adult is able to perceive the reality objectively, which makes this state the most intelligent and reasonable of all. Child saves the patterns of behavior from the very childhood (Berne, 2019, p. 24).

When the scientist describes the so-called crossing transactions he touches upon the topic of conflict. Scheme 1 presents the most common situation which causes numerous difficulties in interaction. In psychoanalysis this type of transaction is called the classical transfer reaction (Berne, 2019, p. 32). The model of the transaction is Adult – Adult, for instance: “Do you know where my tie is?” So, the appropriate reaction is the following: “In the wardrobe on the top shelf, maybe.” However, if the respondent gets angry, the answer could be: “I haven’t touched your tie. It’s always my fault!” This reaction follows the model Child – Parent and there is an intersection of interests observed in this situation, which leads to conflict. The possible resolution depends on the agent because they can chose to react like Adult and to level the vectors or to react like Parent and to continue the conversation in this tone which will aggravate conflict.



*Diagram 1. E. Berne`s (2019) transactional analysis*

E. Berne (2019) understood conflict as a conflict of interests during

transactions where the agent or the respondent chooses an inappropriate ego-state, thus changing the course of communication.

Correspondingly, communicative strategies (Issers, 2008, p. 106) can be divided into:

1. **Invective strategies, which include** threat and swearing;
2. **Courtly strategies are** characterized by extra politeness and etiquette behavior;
3. **Rational strategies which** refer to logic, intelligence rational behavior, here belong jokes and mockery.

Still another classification that describes the situation of conflict is based on the interlocutor' attitude: **cooperation, distancing and confrontation.**

1. **Confrontational strategies** are represented by manipulation (reproach or threat) and aggression (insult or disturbance, etc.);
2. **Distancing or the neutral strategy** can be actively neutral (the tactic of distancing, concession) or passively neutral (the tactic of silence or ignoring, etc.);
3. **Cooperative strategy** includes reconciliation (the tactic of topic change or agreement), cooperation (the tactic of support, persuasion, sympathy, suggestion or agreement) and compromise (the tactic of promise or reciprocity).

### **Results**

The aim of the present research was to investigate the use of politeness strategies in conflict situations and their effect on conflict prevention and resolution. The table below shows the distribution of communicative strategies used in conflict situations obtained from the series "Peaky Blinders".

<i>Communicative strategy</i>	Sit. 1	Sit. 2	Sit. 3	Sit. 4	Sit. 5
Confrontational	15%	9%	-	7%	21%
Distancing or neutral	15%	-	16%	5%	14%
Cooperative	10%	<b>27%</b>	-	-	<b>25%</b>
Invective	-	-	-	-	-
Courtly	-	-	3%	-	7%
Rational-euritic	-	-	-	5%	5%

Depersonalization	<b>25%</b>	-	-	<b>18%</b>	18%
Off-record	5%	-	3%	-	-
Positive politeness	10%	-	<b>29%</b>	5%	7%
Negative politeness	-	-	3%	-	9%

*Table 1. Distribution of communicative strategies used in conflict situations obtained from the series "Peaky Blinders"*

The next table presents the results of the analysis of conflict situations obtained from the American sources.

<i>Communicative strategy</i>	'The Pursuit of Happiness' Situation 1	'The Pursuit of Happiness' Situation 2
Confrontational	19%	<b>83%</b>
Distancing or neutral	<b>25%</b>	8%
Cooperative	19%	-
Invective	-	-
Courtly	-	8%
Rational-eritic	-	-
Depersonalization	<b>25%</b>	-
Off-record	-	-
Positive politeness	19%	42%
Negative politeness	19%	-
	'Homefront' Situation 1	'Homefront' Situation 2
Confrontational	<b>54%</b>	13%
Distancing or neutral	-	-
Cooperative	31%	<b>25%</b>
Invective	-	-
Courtly	-	-
Rational-eritic	-	-
Depersonalization	-	13%
Off-record	-	-
Positive politeness	15%	-

Negative politeness	-	-
	'Pretty woman' Situation 1	'Pretty woman' Situation 2
Confrontational	17%	<b>32%</b>
Distancing or neutral	17%	3%
Cooperative	11%	18%
Invective	-	-
Courtly	5%	-
Rational-auritic	5%	-
Depersonalization	<b>28%</b>	26%
Off-record	-	-
Positive politeness	11%	12%
Negative politeness	-	-

*Table 2. Distribution of communicative strategies used in conflict situations obtained from the American sources*

### **Sample analysis**

*Tommy: -You said you wanted man called Shelby. You`ve got three of them.*

*Billy: - Right, I`d never heard of you, then I did hear of you, some little Didicoy razor gang. I thought to myself, so what? But then you \*\*\*\* me over, so now you have my undivided attention. By the way, which one am I talking to? Who`s the boss?*

*Arthur: - Well, I`m the oldest.*

*Billy: - Ha... clearly.*

*John: - Are you laughing at my brother?*

*Billy: - Right, he`s the oldest, you`re the thickest. I`m told the boss is called Tommy and I`m guessing that`s you cause you`re looking at me up and down like I`m a \*\*\*\*ing tart.*

*Tommy: - I want to know what you want.*

*Advisor: - There were suspicious betting patterns at Kempton Park. A horse called Monaghan Boy. He won by a length twice and then finished last with 3000 pounds bet on him.*

*Tommy: - Which one am I talking to? Which one of you is the boss?*

*Advisor: - I am Mr. Kimber`s advisor and accountant.*

*Billy: - And I`m the boss, OK? Right, end of parley, you fixed a race*

*without my permission. You are Gypsy scum what live off the war pensions of these poor old Garrison Lane widows! That's your lever! I am Billy Kimber, I run the races and you fixed one of them so I'm going to have you shot against a post!*

*Tommy: - Mr. Kimber. Look at it. That is my name on it. It's from the Lee family. You are also at war with the Lees, Mr. Kimber, am I right? The Lees are attacking your bookies and talking your money. Your men can't control them. You need help.*

*Advisor: - Perhaps, we should listen to what Mr. Shelby has to say. Before we make our decisions.*

*Tommy: - Right, the Lees are doing a lot of talking at the fairs. They have a lot of kin. They're saying the racetracks are easy meat because the police are busy with strikes. Now we have connections. We know how they operate. You have muscle. Together we can beat them. Divided- maybe not.*

*Advisor: - Mr. Kimber, perhaps, we should take some time for reflection. Possibly, make arrangements for a second meeting.*

*Tommy: - I admire you, Mr. Kimber. You started with nothing and built a legitimate business. It could be an honor to work with you, Mr. Kimber.*

*Billy: - Nobody works with me. People work for me.*

*Coin rattles on ground*

*Billy: - Pick it up, pikey.*

*John stands up.*

*Tommy: - Sit. Sit down.*

*Billy: - That's for your ceiling.*

*Tommy: - Thank you, Mr. Kimber.*

*Advisor: - We will be at Cheltenham.*

*Tommy: -As will I.*

*Billy and his advisor leave.*

**The opponents in the conflict situation are as follows:**

Tommy Shelby is calm, intelligent, insightful; he is the leader of a gang.

He is willing to strike a compromise with Mr. Kimber.

Billy Kimber is intelligent, sarcastic and passionate.

The man is indignant that his opinion was ignored.

Arthur Shelby is passionate and straight-forward, likes to argue.

John Shelby is Tommy's younger brother, passionate, daring and

noisy.

Mr. Kimber's advisor is intelligent and calm. He makes his best to avoid the acute stage of the conflict.

The communicative strategies of politeness used in this conflict situation are as follows:

1. The prevailing strategy is cooperative. Mr. Kimber's advisor intends to resolve the conflict in a sensible way without resorting to aggressive action, that's why he uses the following strategies - '(Which one am I talking to? Which one of you is the boss?) I'm Mr. Kimber's advisor and accountant.', Mr. Kimber. Look at it. That is my name on it. It's from the Lee family. You are also at war with the Lees, Mr. Kimber, am I right? The Lees are attacking your bookies and talking your money. Your men can't control them. You need help.', Perhaps, we should listen to what Mr. Shelby has to say. Before we make our decisions.', Mr. Kimber, perhaps, we should take some time for reflection. Possibly, make arrangements for a second meeting.'

2. The second most frequent strategy in this conflict is confrontational. It is typical of a conflict situation, especially at the beginning of conflict. Billy Kimber is hostile towards Tommy and the Shelby's affairs. For instance, '... I'd never heard of you, then I did hear of you, some little Didicoy razor gang. I thought you myself, so what? But then you \*\*\*\* me over, so now you have my undivided attention. By the way, which one am I talking to? Who's the boss?', '... end of parley, you fixed a race without my permission. You are Gypsy scum what live off the war pensions of these poor old Garrison Lane widows! That's you lever! I'm Billy Kimber, I run the races and you fixed one of them so I'm going to have you shot against a post', etc.

3. Depersonalization in this case is used by three interlocutors: Tommy, Billy and his advisor. The advisor uses this strategy to avoid conflict - 'There were suspicious betting patterns at Kempton Park. A horse called Monaghan Boy. He won by a length twice and then finished last with 3000 pounds bet on him.' He does not tell them directly 'You set us up, you're to blame.'

4. Since Tommy understands that he is successful in cooperating with Mr. Kimber, he tries to behave with restraint and prevent conflict. That's why he uses the strategy of distancing: 'Mr. Kimber, look at it. That is my name on it. It's from the Lee family. You are also at war with the Lees, Mr. Kimber, am I right? The Lees are attacking your

bookies and talking your money. Your men can't control them. You need help.' His desire to cooperate, not to conflict can be seen.

5. Positive and negative politeness strategies are not abundant in this conflict situation.

6. Another interesting feature of this conflict situation is the usage of the rational-eritic strategy. It takes the form of a joke or mockery - 'You said you wanted man called Shelby. You've got three of them', 'Right, he's the oldest, you're the thickest. I'm told the boss is called Tommy and I'm guessing that's you cause you're looking at me up and down like 'i'm a \*\*\*\*ing tart', '(Tommy's words) Which one am I talking to? Which one of you is the boss?'

7. Mr. Kimber taunts the Shelby brothers by being over polite (the courtly strategy) - '... so now you have my undivided attention...', 'It could be an honor to work with you, Mr. Kimber.'

This part of the research allowed us to make a list of the most frequent communicative strategies used by opponents in conflict situations and prove the existence of a link between seemingly disparate concepts -- 'conflict' and 'politeness'.

Despite the relatively high number of **confrontational strategies** (direct expression of complaints and open aggression), used in both the British and American corpus, communicants also resorted to the use of cooperative strategies including politeness strategies. Special attention should be given to the use of politeness strategies. No instances of negative politeness strategies were observed in either of the corpora. Despite the relative frequency of negative politeness in some areas of human life, especially in business communication, where negative politeness prevails considerably over positive politeness (Lebedeva & Kuzhevskaya, 2019), in conflict situations positive politeness strategies were observed in both corpora. Among positive politeness strategies depersonalization prevailed, which allowed the speaker to disclaim responsibility.

The next stage of the research is the comparative analysis of the strategies used by British and American speakers. The research showed that British and American speakers have different perceptions of politeness. American speakers give much attention to warmth and friendliness. This is true about British speakers as well, but on the whole emphasis is often laid on not intruding and not interfering.

As for conflict behavior it varies for British and American speakers.

The graph below shows the differences.

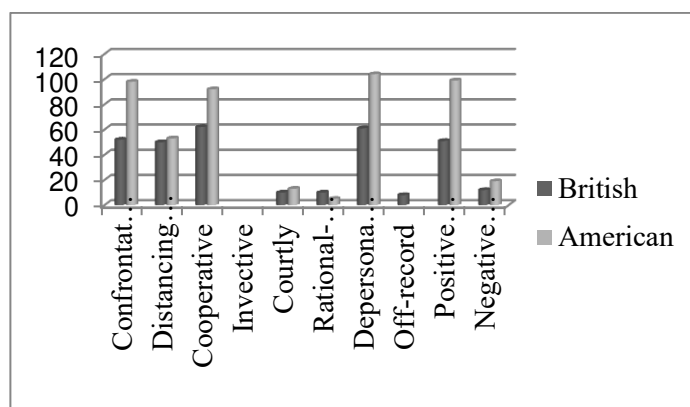


Diagram 2. Conflict behavior of British and American speakers

Based on the comparative analysis the following conclusions can be made:

1. Confrontational strategies are used more often in conflict situations by American speakers. They behave in a more aggressive way, often shout and use abusive language. The British are less aggressive in conflict situations, often reproach the opponent. However, if the opponent impinges on their values, the British also resort to aggression.

2. Mention should be made about the frequency of the strategy of distancing which proved to be common in both the British and American varieties. In other words, both British and Americans speakers tend to distance themselves from their opponents in order to avoid conflict.

3. Cooperative strategies are more common in American English which means that they tend to offer solutions to a problem, explain their point of view to resolve conflicts.

4. The frequency of jokes and mockery in conflict is not high, although using a joke could be a good strategy in a conflict situation. The frequency of courtly and rational-eritic strategies was not high either in both varieties of the English language.

5. Another communicative strategy whose frequency was rather low was off-record politeness which presupposes a high degree of

indirectness. The British rarely used off-record politeness, and American speakers do not use it at all.

6. Depersonalization is a frequent strategy in conflict situations. The British use this strategy twice as often as American speakers regardless their status, gender, education as well as distance between the opponents. This could be explained by the communicants' reluctance to express their dissatisfaction directly, they often rely on other people's opinions as an authority. The use of this strategy allows to disclaim responsibility.

7. Positive politeness strategies on the whole prevail in conflict situations in both varieties and depersonalization is one of them. Positive politeness is more common in the American variety.

Thus, the most frequent strategies used by opponents at the beginning of conflict are confrontational, depersonalization and positive politeness strategies. In addition, opponents use cooperative strategies, for example offer solutions to prevent conflict. Another point that deserves mentioning is that on the whole American speakers resort to the strategies described above more often than British speakers: conflicts occur more quickly and the transition from one stage of the conflict to another is dynamic. The explanation lies in the fact that the British normally behave with restraint and tend to conceal their emotions, whereas Americans do not hesitate to openly express themselves.

### **Conclusion**

Politeness is an indispensable feature of successful communication which is immensely valued in most world languages. The present research aimed to highlight possible areas of intersection between the two seemingly disparate notions – linguistic politeness and conflict. The research proves that conflict and politeness are closely interrelated. Politeness manifests itself through the use of politeness strategies which allow communicants to avoid, prevent and resolve conflicts. Despite the inevitable character of conflict in most areas of human life, it is not always unproductive. In the past decades interest in conflict has grown considerably. Researchers seek to find effective tools to prevent and resolve conflicts and politeness proves to be one of them.

#### Литература

1. Анцупов А. Я. Конфликтология: Учебник для вузов / А. Я. Анцупов, А. И. Шипилов. – Москва : ЮНИТИ, 2000.
2. Берн Э. Игры, в которые играют люди / Э. Берн, А. И. Шипилов. – Москва: Бомбора, 2019.
3. Браун П. Вежливость: некоторые универсалии в употреблении языка / П. Браун, С. Левинсон. – Кембридж: Издательство Кембриджского университета, 1987.
4. Гофман И. Представление себя другим в повседневной жизни / И. Гофман; пер. с англ. и вступ. статья А. Д. Ковалева. - Москва: КАНОН- пресс- Ц, 2000.
5. Иссерс О. С. Коммуникативные стратегии и тактики русской речи / О. С. Иссерс. - 5-е изд. - Москва: ЛКИ, 2008.
6. Лебедева И. С., Кужевская Е. Б. Стратегии вежливости в бизнес коммуникации. *Strategies of Politeness in Business Communication* // Вестник Московского государственного лингвистического университета. Гуманитарные науки. – 2019. – № 12 (828). – С. 62-73.
7. Лич Д. Принципы прагматики / Д. Лич. – Лондон и Нью-Йорк: Лонгман, 1983.
8. Радюк А. В. Функционально-прагматические свойства кооперативных речевых стратегий и тактик в английском деловом дискурсе: дис. ... канд. филол. наук: 10.02.04. – Мос. гос. университет междун. отнош., Москва, 2013.
9. Сёрл Дж. Р. Речевые акты / Дж. Р. Сёрл. – Кембридж: Издательство Кембриджского Университета, 1969.
10. Сифиану, М. Понимание вежливости в британском и греческом контексте / М. Сифиану. – Оксфорд: Издательство Оксфордского университета, 1992.

#### References

- Antsupov, A. J., & Shipilov, A. I. (2000). *Conflictology*. Moscow, UNITY Publishing house. (In Russian).
- Berne, E. (2019). *Games people play*. Moscow, Bombora Publishing. (In Russian).
- Brown, P., & Levinson, S. (2014). *Politeness: some universals in language use*. Cambridge, Cambridge University press.
- Goffman, E. (2000). *The Presentation of Self in Everyday Life*.

- Moscow, KANON-press. (In Russian).
- Issers, O. S. (2008). *Communicative strategies and tactics of Russian speech*. Moscow, LKI Publishing house.
- Lebedeva, I. S. & Kuzhevskaya, E. B. (2019). Strategies of Politeness in Business Communication. *Bulletin of Moscow State Linguistic University. Humanitarian sciences*, 12 (828), 62-73.
- Leech, G. N. (1983). *Principles of Pragmatics*. London and New York, Longman.
- Raduk, A. V. (2013). *Functional and pragmatic means of cooperative communicative strategies and tactics in English business discourse*. Candidate thesis. Moscow State Institute of International Relations, Moscow, Russia.
- Searle, J. R. (1969). *Speech Acts: An Essay in the Philosophy of Language*. Cambridge, Cambridge University Press.
- Sifianou, M. (1992). *Politeness phenomena in England and Greece: A crosscultural perspective*. Oxford, Clarendon.

УДК 811.111

<https://doi.org/10.25076/vpl.38.05>

Р.И. Проклов

Московский государственный лингвистический университет

### **ФОРМИРОВАНИЕ НЕГАТИВНОГО ИМИДЖА В БРАЗИЛЬСКОМ ПОЛИТИЧЕСКОМ ДИСКУРСЕ**

*В настоящей работе рассматриваются языковые средства, используемые для формирования негативного образа политика в бразильском медиадискурсе, а также затрагивается социолингвистический аспект в контексте президентской предвыборной кампании. Внимание уделяется не только языковым средствам, но и их эффективности применительно к современному общественному и социальному строю. Актуальность исследования обусловлена тем, что мы сталкиваемся с новой посткоммуникативной реальностью и анализируем происходящие в ее рамках процессы, в частности в плоскости языка. Работа ставит своей целью выявить лингвистические средства разного уровня, включая макроуровень,*

которые нашли широкое отражение в бразильском медиа дискурсе в предвыборный период и использовались с целью формирования негативного образа одного из политиков. Исследование также обращается к топикальности бразильского медиа дискурса в обозреваемый период. Работа отмечает лингвапрагматические особенности исследуемого корпуса текста и опирается на данные, полученные в результате его анализа. Эмпирический материал состоит из авторских статей, опубликованных в ведущих СМИ Бразилии. В ходе исследования для работы с данными использовался статистический подход. В результате были установлены основные языковые уровни и средства конструирования негативного образа политика.

*Ключевые слова:* медиа дискурс, политический дискурс, общественное мнение, дискурс анализ, речевая агрессия, негативный имидж, пост-правда

**UDC 811.111**

**<https://doi.org/10.25076/vpl.38.05>**

**R.I. Proklov**

**Moscow State Linguistic University**

### **NEGATIVE IMAGE FORMATION IN BRAZILIAN POLITICAL DISCOURSE**

*The article considers socio-linguistic aspects of Brazilian political and media discourse and explores some linguistic tools shaping politicians' negative image. This paper focuses not only on the linguistic means used to shape a negative image of a modern Brazilian politician, but also provides the possibility to measure the results in terms of social response. Moreover, such means are viewed as instruments of influence affecting voting processes. The study aims to identify linguistic means of different levels, including macro-level, commonly used in Brazilian media discourse during the pre-election campaign to shape politicians' negative image. The study also provides general analysis of the topics raised by Brazilian media outlets at the time of the pre-election campaign. The study is conducted within the scope of lingua-pragmatic and socio-cultural research, further supplemented by discourse analysis of editorial articles. Data*

*evaluation and analysis is backed by quantitative methods of research. Research findings are presented in the form of scheme and are supported by examples from different sources. Material for the research is obtained from editorials published in Brazilian national and regional/local quality mass media reflecting the views and interests of different social groups.*

*Keywords: media discourse, political discourse, public opinion, discourse analysis, verbal aggression, negative image, post-truth*

### **Introduction**

On October 28, 2018 Jair M. Bolsonaro was elected President of the Federative Republic of Brazil. His pre-election rhetoric was largely based on linguistic expression of verbal aggression, including discussion of sensitive issues such as hatred, intolerance and racism. In the present article verbal aggression is considered not so much as ‘an aggressive form of communication that results in destructive effects on interpersonal relationships’ (Bekiari & Spyropoulou, 2016), but rather as a linguistic and emotional means with aim to gain an ‘access code’ to electorate. The basic end of this code is to provide an illusion of choice for a person and of possibility to make a personal conclusion based on fact analysis. Language plays an essential role in this process (Abakumova & Slinchenko, 2019). Besides, throughout his pre-election campaign Jair M. Bolsonaro expressed support and admiration for Donald J. Trump as well as shared his views on most socially pertinent issues. The politician’s aggressive behaviour was severely criticised by most Brazilians – moreover, many people compared Bolsonaro with Trump.

Trump has been in office as US president since January 20, 2017. His election campaign polarised American society and exacerbated confrontation concerning such long-standing issues as migration, negative trade balance and terms of globalisation disadvantageous for the United States. The authorities, public administration as well as the financial and international systems faced a new challenge, which the world’s media called ‘The Trump Phenomenon’.

Bolsonaro’s pre-election campaign was accompanied by a barrage of protest. In addition, two antagonistic campaigns with the hashtag ‘ELE NÃO’ (not him) and ‘ELE SIM’ (only him) were launched in mass media. Both campaigns were supported by many celebrities. As a

result, Bolsonaro won the presidential run-off with a narrow majority of 5%, which proves that many Brazilians shared criticism expressed by the media during his pre-election campaign. Political analyst Krastev (2017) explains the success of the right-wing parties, 'they promise voters what liberal democracy cannot: a sense of victory where majorities – not just political majorities, but ethnic and religious ones too – can do what they please' (Krastev, 2017, p. 21).

This study aims to analyse Brazilian media discourse in order to describe linguistic means used to shape politicians' negative image during the pre-election campaign. The research is conducted at different levels of linguistic analysis, including the macrolevel. Considerable attention is given to the notions of 'image' and 'cultural code', as well as the peculiarities of pre-election rhetoric which are crucial for political and media discourse, being 'an inherent part of the cultural-national paradigm' (Lugo-Ocando, 2020, p. 102). The study will show that during the pre-election campaign mass media shift their focus on more politically loaded issues. People equally become more interested in political issues and consequently look for reliable sources of information. Politicians, media and publicity should be regarded as a macrostructure phenomenon; Moreover, the term post-truth has recently appeared in political discourse. The concept of post-truth is viewed as 'the realm of divided truth, binary thinking, and broken up communication' (Waisbord, 2018, p. 30). K. Sengul points out the link between populism and post-truth. He stresses the predominance of emotional component 'over fact-based reason, racist and xenophobic language', where the expert opinion run counter common-sense (Sengul, 2019, p. 10). Therefore, it is not surprising that most politicians and political discourse of the whole rely on conspiratorial rhetoric and a theoretical interpretation of sociology, advertising means research and political communication lead us to explication of relationship among them.

This study is predicated upon empirical materials, which take a stand against Bolsonaro, tackles certain topics sensitive for Brazilian society, and contributes to further research into the linguo-cultural aspects of language expression. Moreover, the research is conducted within the scope of the post knowledge method, which is applied in logic dynamics (Abarca & Broersen, 2019). This method provides an opportunity to estimate the success of application of different linguistic

means.

### **Material and methods**

The study is conducted within the scope of lingua-pragmatic and socio-cultural research, further supplemented by discourse analysis of editorial articles. Data evaluation and analysis is backed by quantitative methods of research. Research material includes texts of editorial articles of national and regional Brazilian media, such as *Brasil de Fato*, *Correio Brasiliense*, *Estado de Minas*, *Folha de Sao Paulo*, *Gazeta do Povo*, *Globo*, *Hoje em Dia*, *ISTO É*, *R7*, *Terra*, *Veja*, *Vermelho*. All articles were published during the 22 July to 5 October 2018 pre-election campaign. The corpus of material for empirical analysis incorporates 12,000 words.

### **Theoretical background**

Media discourse is described in the humanities as one of the social institutions which is able to provide or set the agenda. In this regard McCombs and Shaw (1972) discuss the agenda-setting function of mass media arguing that they ‘set the agenda for each political campaign, influencing the salience of attitudes toward the political issues’ (McCombs & Shaw, 1972, p. 176). McQuail (2010) discusses the global nature of media discourse and its power to fill the minds with information and beliefs: ‘Our minds are full of media-derived information and impressions. We live in a world saturated by media sounds and images where politics, government and business operate on the assumption that we know what is going on in the wider world’ (McQuail, 2010, p. 33). This view is also shared by Bennett (1988), who observes that media are not only a source of information, but also a tool shaping public opinion: ‘The irony of mediated politics is that being well informed about the issues on the public agenda often means taking cues from familiar sources using the news to frame stories around their partisan viewpoints. When this process works, the news not only tells people what to think about; it can also tell them what to think’ (Bennett, 1988, p. 47).

Scholars also stress the correlation between media as an institution and a newsbreak, and consider such an important feature of media as trust and respect. Media institutions can barely exist without news, and news cannot exist without media institutions. Unlike almost all other forms of authorship or cultural creation, news-making cannot be done privately or even individually. The institution provides both the

machinery for distribution and the organisation for reception, plus a guarantee of credibility and authority (Brennen, 2017). At the same time recent studies attribute credibility crisis to media (Otto & Köhler, 2018), although this study will avoid this issue by intent.

Today, media are discussed in the context of modern information technologies which facilitate the process of communication and their growing importance in the domains of economic, social and any human activity (Koopmans, 2018). The crucial role of media is also stressed by O’Keeffe (2011), who views media discourse as interactions that take place through a broadcast platform, whether spoken or written, in which the discourse is oriented to a non-present reader, listener or viewer.

To conduct an analysis of linguistic means shaping politicians’ negative image, it is imperative to also clarify the concept of ‘image’. In sociology image is defined as ‘holistic, qualitative, definite form of the object which is fixed and reproduced in mass media culture and/or in individual consciousness’ (Giddens & Sutton, 2017, p. 106). Image appears and is shaped as a result of perception and further analysis of the information about this object obtained from external sources, and is affected by a set of existing stereotypes. Image combined social-cultural, social-historical, and cognitive nature as well as reflects a set of values inherent to certain culture. In this regard it is worth emphasizing that image is not only “the reflections of social cultural values” but also an “ideal” form which is opposed to “a really existing object” (Vihman & Romm, 2019). This article studies a set of linguistic means shaping politicians’ image in modern Brazilian media environment and views the concept of image as a dialogue between verbal and pictorial representations constructing the idea, especially when supported and created by advertising and newspaper and television stories taking into account a socio-centric nature of the modern media i.e. a capacity of media to “confirm the values of society” (Koudelkova & Zavadilova, 2019) and the fact that media play an important role in the process of image construction.

Cultural code is another comprehensive concept of relevance to this study. It is defined as ‘specific sign systems that underpin a given society’s kinship, ecology, history, myths, rites and the internal as well as external comparisons between these sign systems’ (Wiseman, 2009, p. 14), or an explosion that is a ‘relationship between two signs’, where

the complex of possible connections between semantic elements creates a three-dimensional concept, which is fully understood only in terms of the relationship between all the elements (Lotman, 2000). This concept also includes so-called 'imagery code' which is understood as 'system of images that are part of an ethnoculture, are established in the practice of communication, are normative in nature and serve as signs of fragments of reality' (Savitsky, 2019, p. 69).

Another view of the cultural code is that it should be regarded as a 'taxonomic substrate of its texts, which is a set of culturally marked ideas about the worldview of a certain society including natural objects, artefacts, phenomena, actions and events' (Teliya, 1999, p. 20-21). This view highlights the relationships between texts which reflect the worldview of a certain society and culture. From this point of view text may represent "a recognizable version of the world we live in" therefore linguistic analysis conducted on different levels shows "symptomatic of a cultural and linguistic malaise" (Barry, 2002, p. 57-58).

Thereby it becomes clear that language as a sign system plays an important role and ensures the vitality of culture, its formation and functioning, acting as a guarantee of existence and preservation of its national specificity, contributing to the formation of the linguistic consciousness of the historically formed community of people on the basis of their ethno-linguistic and national-cultural identity (Dervin & Jackson, 2018). These are at least some definitions of the cultural code. In this paper the cultural code is defined as a system of signs used to codify historical, social political, economic events, etc. and reflected in the worldview of a society.

Last but not least, Discourse Analysis has aroused much interest among scientists, however there is still no unanimity of opinion concerning the issue. This comprehensive concept deals not only with pure linguistic means or an act of speech, it also includes the analysis of all characteristics of the certain situation. Moreover, Discourse analysis touches upon the link between linguistic means and meaning, where text is a small piece of this process Johnstone (2018). Morgan and Sellner (2017) understand discourse as a complex communicative phenomenon which includes not only texts but also extralinguistic factors which are necessary to understand the text. For Van Dijk (1997) political discourse is not only the structural properties of text or talk

itself, but also a systematic account of the context and its relations to discursive structures.

This paper relies on Critical Discourse Analysis (CDA) developed by Van Dijk as the basis for research. First of all, it gives the opportunity to provide a comprehensive analysis of empirical data in compliance with the structures, strategies or other properties of text, talk, verbal interaction or communicative events that play a role in these modes of reproduction (Van Dijk, 1993). Besides, we apply macrostructure analysis to consider negative image construction. Here the term ‘macrostructure’ is regarded as the various notions of global meaning, such as topic, theme, or gist, i.e. as semantic objects (Van Dijk, 2019).

### **Study and results**

#### **Linguistic comparison of Bolsonaro vs Trump**

Discourse analysis of the corpus of materials obtained from 22 July to 5 October 2018 media discourse revealed the following dominating topics: (1) comparison between Bolsonaro and Trump built through the opposition of linguistic means employed by the two politicians; and (2) fear concerning the possible return to the times of military dictatorship as well as the possible threat to liberal and democratic values.

In the course of the analysis, it was found that comparison took place in two directions: on the one hand, it focused on identifying features the two politicians had in common, and on the other hand – on finding differences between them. After the analysis on the lexical, grammatical, and syntactic levels we found that the vast majority of cases of comparison was reflected at the lexical level, where predominantly lexical items belonging to the semantic field ‘comparison’ were used. Most of them contained the Latin roots ‘*Simil*’ and ‘*Compar*’, as in:

*Muitos fizeram a comparação com Donald Trump e, claro, há semelhanças – especialmente no racismo aberto e na misoginia dos dois políticos.* (There are many persons who compare (Bolsonaro) with Donald Trump and, of course, there are similarities – especially in the open racism and misogyny of the two politicians.)

Here the noun *semelhança* is used in combination with the verb *haver*, and *comparação* – in combination with the verb *fazer*. Moreover, the author uses the impersonal pronoun *muitos* as a hedge to shift responsibility from themselves to the impersonal majority. ‘Open

racism' and 'misogyny' are both identified as topics common to both politicians, as in:

*As semelhanças entre Jair Bolsonaro (PSL) e o presidente dos Estados Unidos, Donald Trump, fazem muitos eleitores <...> e o estilo polêmico de Trump e Bolsonaro, com declarações muitas vezes consideradas racistas, homofóbicas e machistas.* (Many voters make the similarities between Jair Bolsonaro (PSL) and the President of the United States, Donald Trump, <...> and the controversial speech of Trump and Bolsonaro, with statements which were often considered racist, homophobic and misogynistic.)

Here is another example in which the noun *semelhança* is used in combination with the verb *fazer*. The author of this article also refers to an impersonal majority as *muitos leitores*. The topics common to both politicians are 'racism', 'homophobia' and 'sexism'. The use of these lexical items forms a triplet, which sounds more persuasive, increases tension and maintains public interest in the election campaign, as in:

*Mas, apesar das diferenças, ambos têm muitas semelhanças, no discurso polêmico e na defesa de ideias políticas de extrema-direita.* (But, despite the differences, both have many similarities, in the controversial speeches and in the defence of extreme right political ideas.)

In the example above, we observe the noun *semelhanças*, which this time is used in combination with the verb *ter*. The author of the article draws attention to the fact that both politicians advocate far-right ideas '*defesa de ideias políticas de extrema-direita*'.

In the course of the analysis, we found that image formation in Brazilian media discourse was realised on two linguistic levels: lexical and syntactical. At the lexical level most units belonged to the far-right rhetoric. At the syntactic level the use of the triplet was rather common. The authors note that both politicians had similar rhetorical portraits, and displayed much verbal aggression during the pre-election campaign, for example they expressed hatred concerning LGBT community, chauvinism and racism.

On the other hand, the use of linguistic means aimed at showing differences between the two politicians, predominantly at the lexical level, were observed in the analysed articles, for example: the use of items containing the Latin roots '*Oppos*' and '*Differen*'. At the syntactic level, we have observed the tendency to use the adversative

conjunction ‘Mas’ at the beginning of the sentence, as in:

*Pode bastar para justificar a oposição a qualquer um desses políticos. Mas o escândalo despertado pela retórica virulenta dos nacional-populistas não deve ofuscar o enigma econômico que os cerca.* (It may be enough to justify opposition to any of these politicians. But the scandal aroused by the virulent rhetoric of national populists must not overshadow the economic issues that surround them.)

In the example above, the lexical unit *oposição* is used in its direct meaning. At the same time, the adversative conjunction *mas* at the beginning of the sentence serves as a means of building contrast at the syntactic level to express contrast between the two politicians. The author of the article shows that the true difference between Trump and Bolsonaro has to do with the economic agenda.

*Uma lenda urbana diz que o Trump original venceu graças às suas declarações machistas, homofóbicas e xenófobas. De fato, elas serviram para aquecer o núcleo minoritário de seus seguidores incondicionais. Mas o triunfo eleitoral deu-se apesar delas. O segredo da vitória trumpiana encontra-se na plataforma do nacionalismo econômico, desdobrada nas vertentes do protecionismo comercial (China) e da proteção do emprego americano (imigrantes hispânicos). <...> Trump – Presidente já deu declarações em favor da imposição de sobretaxas às importações, implementou sobretaxas e já ameaçou retirar país da OMC. Bolsonaro – Frase do programa de governo: o comércio internacional é uma das maneiras mais efetivas de se promover o crescimento econômico de longo prazo.* (An urban legend says that the original Trump won thanks to his macho, homophobic and xenophobic statements. In fact, they served to warm up the minority nucleus of their non-followers. But the electoral triumph took place despite them. The secret of Trump's victory lies on the platform of economic nationalism, especially in the areas of commercial protectionism (China) and the protection of American employment (Hispanic immigrants). <...> Trump – President has already made statements in favour of imposing tariff surcharges on imports, implemented the surcharges and has already threatened to withdraw a country from the WTO. Bolsonaro – Quote from the government program: ‘International trade is one of the most effective ways of promoting long-term economic growth’.)

In the example above, we observe the use of the adversative conjunction *mas* at the beginning of the sentence, which helps intensify the opposition between the two politicians. The substantive part is also dominated by issues related to the economic agenda, especially concerning Bolsonaro's lack of competence and knowledge in the economic sphere.

*Por fim, os especialistas apontam outras duas diferenças fundamentais entre Trump, o magnata, e Bolsonaro, o ex-capitão do Exército: recursos e estrutura partidária.* (Finally, analytics point out two other fundamental differences between Trump, the magnate, and Bolsonaro, the former army captain: resources and party structure.)

In this example the author uses the lexical item *diferenças* in its direct meaning to give a comparison between the two politicians.

*Trump e Bolsonaro têm origens diferentes, mas se assemelham em vários temas.* (Trump and Bolsonaro have different origins, but they are similar in several themes.)

In the example above, we see the adversative conjunction 'mas' as a syntactic means.

In the course of the analysis other syntactic means were found, among them the use of parallel structures.

*Ele [Trump] sabe como mobilizar setores da sociedade norte-americana, especialmente pessoas brancas da classe trabalhadora e da classe média que se sentem marginalizadas, ressentidas e frustradas. Trump realmente não tem princípios. Infelizmente Bolsonaro tem. Trump não é consistente politicamente. Bolsonaro é, pelo menos, em suas atitudes sobre negros, mulheres, pessoas LGBT, pessoas pobres, esquerdistas etc. Trump não respeita procedimentos democráticos. Bolsonaro quer eliminar completamente a democracia.* (He [Trump] knows how to mobilise sectors of American society, especially white working-class and middle-class people that found themselves marginalised, resentful and frustrated. Trump really has no principles. Unfortunately, Bolsonaro has them. Trump is not politically consistent. Bolsonaro is, at least, in his attitudes about blacks, women, LGBT people, poor people, leftists, etc. Trump does not respect democratic procedures. Bolsonaro wants to completely eliminate democracy.)

The author of this article uses parallel structures to compare the two politicians as well as to show all of Trump's advantages over Bolsonaro.

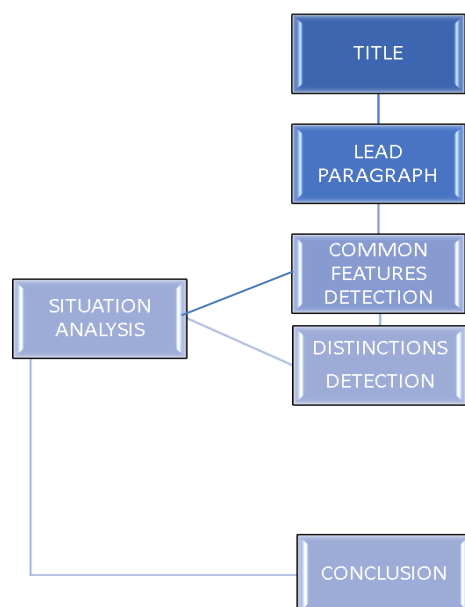
In the course of the analysis, we found that image formation was realised at two linguistic levels: lexical (69%) and syntactic (31%). At the lexical level most items reflected economic issues. At the syntactic level we observed the use of the triplet, parallel structures and means of building contrast. Lexical items are used in their direct meanings (*Differen* 44%; *Semil* 25%; *Oppos* 19%; *Compar* 12%) and at the syntactic level, contrastive constructions (32%), parallel constructions (21%), as well as triplets (47%) are used by authors. Most texts followed the pattern: Trump does good to the country's economy, Bolsonaro does nothing.

At the macro level, the authors mainly regard as features common of both politicians their commitment to right-wing political ideas. It is known that Trump used aggressive rhetoric in his speeches during the US pre-election campaign in 2016. Obviously, his campaign was widely covered by Brazilian media so that Brazilians could form opinions about him. Thus, we can conclude that Brazilian media used Trump's previously constructed negative image during Bolsonaro's pre-election campaign.

The main differences between the two politicians related to the economic issues. The authors of the articles analyse the contents of the political and rather the economic agenda of the two leaders. The media noted some of Trump's 'positive' qualities, namely his success in dealing with economic issues, in particular the protectionist policy and the rejection of everything that is 'not profitable' for the United States. Thus, we can conclude that the authors tried to break the link between Trump's advantages proving that Bolsonaro was deprived of them.

This is clearly seen at the discursive level. Firstly, this is present at the macro- and super structural levels of organisation of texts, and secondly, it is reflected in the use of various topics while constructing the image of the Brazilian president, namely economic, political and media discourse.

Guided by the theoretical provisions on superstructures proposed by Van Dijk (1988) in relation to news discourse, we present a simplified organisational structure of the text of mass media articles during Bolsonaro's pre-election campaign (Figure 1), which is used in most articles dealing with comparing the two leaders. However, we do not set ourselves the task of creating a universal scheme of Brazilian news discourse.



*Figure 1. Superstructure of the empiric materials dealing with comparing the two politicians*

About 37% of the text space is devoted to comparing the two politicians in order to find common features, and 63% is given to finding differences. At the beginning of the editorial article the authors speak briefly about the similarities between the two politicians, as was shown in the examples above, and then explain in detail that Trump has knowledge and skills in the field of economics, and Bolsonaro doesn't.

**Cultural code and threat to the democracy and liberal values**

During Bolsonaro's pre-election campaign, Brazilian media often expressed fears concerning the possibility of returning to the military dictatorship drawing the reader's attention to the fact that Bolsonaro was ex-military. However, today's situation in the country is a far cry from the one 50 years ago. In 1964, a revolution took place in Brazil, as a result of which the military came to power, intending to rid the country of corruption and restore democracy. However, they seized

power in the country, established an authoritarian regime and began to suppress dissent. In 1984, a large demonstration was held in São Paulo, the protestors sought the return of direct presidential elections. The manifestations were supported by Brazilians all over the country. That year, the military conducted political reforms and Paulo Maloof became president, the rule of the military came to an end.

The analysis proved that the process of image construction was conducted predominantly at the lexical level. The lexical items used in the editorial articles belong to the semantic field Military Takeover (67% of the sample) and Democracy (33% of the sample), as in:

Bolsonaro e outros ex-militares – incluindo seu candidato a vice-presidente – levantaram dúvidas sobre a aceitação de resultados eleitorais indesejados. Pela primeira vez em décadas, a ameaça de uma ditadura militar está emergindo. (Bolsonaro and other former militaries – including his candidate for vice president – have raised doubts about accepting unwanted election results. For the first time in decades, the threat of a military dictatorship is emerging.)

In the above example, the author uses the lexical items as ditadura militar, ex-militares and resultados eleitorais indesejados. Similar lexical items such as chumbo da ditadura, risco de retorno were found in the following example:

*Não deixa de ser irônico, pois estamos às vésperas da oitava eleição presidencial livre no período mais extenso de regime democrático no Brasil. De um lado, acadêmicos e intelectuais veem na candidatura Jair Bolsonaro o risco de retorno aos anos de chumbo da ditadura.* (It is ironic that we are on the eve of the eighth free presidential election in the longest period of democratic rule in Brazil. On the one hand, academics and intellectuals see Jair Bolsonaro's candidacy as risk of returning to the years of the dictatorship.)

Here the author directly points to the 'risk of returning to the years of dictatorship' and raises another issue of the 'threat to democracy'. The author doesn't speak about it directly but mentions that it is 'the eighth free presidential election in the longest period of democratic rule in Brazil'. The same is observed in the following example:

*Às vésperas de uma eleição polarizada – mas absolutamente livre – Bolsonaro projeta-se explorando uma situação descrita como falência da democracia, resultado do esgarçamento das instituições políticas, capturadas pelo poder econômico, distanciadas da população,*

*afundadas na corrupção e na burocracia.* (On the eve of a polarised – but absolutely free – election, Bolsonaro is projected by exploring a situation described as the failure of democracy, the result of the weakness of political institutions, captured by economic power, distanced from the population, sunk into corruption and bureaucracy.)

In the example above the author uses the lexical item *democracia* and makes reference to the situation back in 1964, which is described in detail. Most of the lexical items of the semantic field Military Takeover are formed from the Latin and Greek roots *militia* (42%), *dictator* (25%), *minacia* (17%), *rizikon* (8%) and *reservo* (8%). Most of the lexical items of the semantic field Democracy are formed from the Latin and Greek roots *dēmokratia* (60%) and *libertas* (40%). At the same time, the authors speak more about democracy rather than military issues. This means that Brazilians are still concerned about the possibility of reviving the times of military dictatorship.

Mass media appeal to the cultural code with the aim to revive the issue which is sensitive in their society in order to construct Bolsonaro's negative image. Bolsonaro is viewed not only as potential threat to democratic values but also as a military dictator who wants to seize power. They draw attention to the fact that his team are mostly former militaries and the bulk of the vocabulary used is formed from the Latin root *militia*. However, it is far from being true as Bolsonaro retired 30 years ago in the rank of captain of field artillery. For the past 30 years he has held different political posts. Thereby we may conclude that the media used the past negative experience as a means of constructing the president's negative image.

### **Conclusion**

In result of the analysis it was found that the image formation was conducted mainly on two levels lexical and syntactical. Lexical means were represented in several semantic fields: economy, military takeover, democracy as well as lexical items used to make a comparison. It makes 76% of all linguistic means. Syntactical means mostly were used contrastive constructions, parallel constructions and triplet so as to compare Bolsonaro with Trump. This means make 19% of all linguistic means.

Brazilian pre-election discourse is characterised by frequent reference to Trump's rhetorical portrait, especially his far-right rhetoric, which led to a split in the society. In constructing candidate's negative

image, the national media relied heavily on destroying similarities between Bolsonaro and Trump to suggest that the former didn't have the positive features of the latter, for example understanding of how the economy works. Attention was drawn to Bolsonaro's inability to effectively implement economic reforms, while Trump was portrayed as an effective reformer. The issues related to the ultra-right rhetoric, in particular impairment of the rights of minorities and women, have also been raised many times. Another topic that has often been touched upon in the media is the possible return to the times of military dictatorship, although, it is clear that this is impossible under the present circumstances. This could be linked with an attempt to form a certain allusion in the media environment which is rooted in the modern history of the country. Overall, Brazilian pre-election media discourse was dominated by the use of lexical items belonging to ultra-right discourse and military dictatorship. Lexical means played a crucial role in the construction of Bolsonaro's negative image.

#### Литература

1. Абакумова В.И., Слинченко Л.В. Анализ манипулятивных технологий президентской избирательной кампании на Украине // Вестник томского государственного университета. – 2019. – № 449. – С. 76-87.
2. Лотман Ю.М. Семиосфера. – СПб.: Искусство-СПБ, 2000.
3. Савицкий В.М. Культурные коды: сущность, состав и функционирование в процессе общения // Дискурс профессиональной коммуникации. – 2019. – №1(4). – С. 68-77.
4. Телия В. Н. Первоочередные задачи и методологические проблемы исследования фразеологического состава языка в контексте культуры // Фразеология в контексте культуры. – М.: Языки русской культуры. – 1999. – С. 13-24.
5. Abarca A.I.R., Broersen J. Stilt semantics for epistemic notions based on information disclosure in interactive settings. In L. Soares Barbosa & A. Baltag (Eds.) // International workshop on dynamic logic. – 2019. – P. 171-189.
6. Barry P. Beginning theory: An introduction to literary and cultural theory. – Manchester: Manchester University Press, 2002.
7. Bekiari A., Spyropoulou S. Exploration of verbal aggressiveness and interpersonal attraction through social network analysis: Using

university physical education class as an illustration // *Open Journal of Social Sciences*. – 2016. – Vol. 4. – № 6. – P. 145-155.

8. Bennett W. L. *News: The politics of illusion*. – New York: Longman, 1988.

9. Brennen B. Making sense of lies, deceptive propaganda, and fake news // *Journal of Media Ethics*. – 2017. – Vol. 32. – № 3. – P. 179-181.

10. Dervin F., Jackson J. *Language, identity, and interculturality // Interculturality in international education*. – New York: Routledge, 2018. – P. 73-91.

11. Giddens A., Sutton P. W. *Essential concepts in sociology*. Second edition. – Polity Press, 2017.

12. Johnstone B. *Discourse analysis*. – John Wiley & Sons, 2018.

13. Koopmans J. W. *Early modern media and the news in Europe*. – Boston: Brill, 2018.

14. Koudelkova P., Zavadilova T. The image of social enterprises in Czech online media (2013-2018) // *Communication Today*. – 2019. – Vol. 10. – № 2. – P. 106-120.

15. Krastev I. *After Europe*. Philadelphia. – University of Pennsylvania Press, 2017.

16. Lugo-Ocando, J. The 'changing' face of media discourses on poverty in the age of populism and anti-globalisation: The political appeal of anti-modernity and certainty in Brazil // *International Communication Gazette*. – 2020. – Vol. 82. – № 1. – P. 101-116.

17. McCombs M. E., Shaw D. L., The agenda-setting function of mass media // *Public Opinion Quarterly*. – 1972. Vol. 36. – P. 176-187.

18. McQuail D. *Mass communication theory*. UK: Sage, 2010.

19. Morgan J. L., Sellner M. B. *Discourse and linguistic theory // Theoretical issues in reading comprehension*. – 2017. – P. 165-200.

20. O'Keeffe A. *Media and discourse analysis // The Routledge handbook of discourse analysis*. – 2011. – P 441-454.

21. Otto K., Köhler A. *Trust in media and journalism: Empirical perspectives on ethics, norms, impacts and populism in Europe*. – Germany: VS Verlag für Sozialwissenschaften, 2018.

22. Sengul K. *Critical discourse analysis in political communication research: A case study of right-wing populist discourse in Australia // Communication Research and Practice*. – 2019. Vol. 5. – № 4. – P. 376-392.

23. Van Dijk T. A. *News as discourse*. – London, UK: Hove and London, 1988.
24. Van Dijk T. A. Principles of critical discourse analysis // *Discourse & Society*. – 1993. – Vol. 4. – № 2. – P. 249-283.
25. Van Dijk, T. A. What is political discourse analysis? // *Belgian Journal of Linguistics*. – 1997. – Vol. 11. – №1. – P 11-52.
26. Van Dijk, T. A. *Macrostructures: An interdisciplinary study of global structures in discourse, interaction, and cognition*. – London: Routledge, 2019.
27. Vihman V. V., Romm M. V. Concept of ‘image’ in scientific cognition: Explicative analysis. // In *Proceedings of the International Conference on Humanities and Social Sciences: Novations, Problems, Prospects*. – 2019. – P. 314-318.
28. Waisbord S. The elective affinity between post-truth communication and populist politics // *Communication Research and Practice*. – 2018. – Vol. 4. – № 1. – P. 17-34.
29. Wiseman B. *The Cambridge companion to Levi-Strauss*. – UK: Cambridge University Press, 2009.

#### References

- Abakumova, V. I., & Slinchenko, L. V. (2019). An analysis of the manipulative technologies of the presidential election campaign in Ukraine in 2019. *Tomsk State University Journal*, 449, 76-87. Doi: <http://doi.org/10.17223/15617793/449/10>
- Abarca, A. I. R., & Broersen, J. (2019). Stilt semantics for epistemic notions based on information disclosure in interactive settings. In L. Soares Barbosa & A. Baltag (Eds.), *International workshop on dynamic logic* (pp. 171-189). Springer, Cham. Doi: [https://doi.org/10.1007/978-3-030-38808-9\\_11](https://doi.org/10.1007/978-3-030-38808-9_11)
- Barry, P. (2002). *Beginning theory: An introduction to literary and cultural theory*. Manchester University Press.
- Bekiari, A., & Spyropoulou, S. (2016). Exploration of verbal aggressiveness and interpersonal attraction through social network analysis: Using university physical education class as an illustration. *Open Journal of Social Sciences*, 4(6), 145-155. Doi: <http://dx.doi.org/10.4236/jss.2016.46016>
- Bennett, W. L. (1988). *News: The politics of illusion*. New York: Longman.

- Brennen, B. (2017). Making sense of lies, deceptive propaganda, and fake news. *Journal of Media Ethics*, 32(3), 179-181.
- Dervin, F., & Jackson, J. (2018). Language, identity, and interculturality. In J. Jackson (Ed.), *Interculturality in international education* (pp. 73-91). New York: Routledge. Doi: <https://doi.org/10.4324/9780429490026>
- Giddens, A., & Sutton, P. W. (2017). *Essential concepts in sociology*. John Wiley & Sons.
- Johnstone, B. (2018). *Discourse analysis*. John Wiley & Sons.
- Koopmans, J. W. (2018). *Early modern media and the news in Europe*. Leiden, Boston: Brill.
- Koudelkova, P., & Zavadilova, T. (2019). The image of social enterprises in Czech online media (2013-2018). *Communication Today*, 10(2), 106-120.
- Krastev, I. (2017). *After Europe*. Philadelphia, US: University of Pennsylvania Press.
- Lotman, Yu.M. (2000). *Semiosfera [Semiosphere]*. St. Petersburg: Iskusstvo-Spb, 2000.
- Lugo-Ocando, J. (2020). The ‘changing’ face of media discourses on poverty in the age of populism and anti-globalisation: The political appeal of anti-modernity and certainty in Brazil. *International Communication Gazette*, 82(1), 101-116. Doi: <http://doi.org/10.1177/1748048519880749>
- McCombs, M. E., & Shaw, D. L. (1972). The agenda-setting function of mass media. *Public Opinion Quarterly*, 36, 176-187. Doi: <https://doi.org/10.1086/267990>
- McQuail, D. (2010). *Mass communication theory*. London, UK: Sage.
- Morgan, J. L., & Sellner, M. B. (2017). Discourse and linguistic theory. In R. J. Spiro, B. C. Bruce & W. F. Brewer (Eds.), *Theoretical issues in reading comprehension* (pp. 165-200). Routledge.
- O’Keeffe, A. (2011). Media and discourse analysis. In J. Gee & M. Handford (Eds.), *The Routledge handbook of discourse analysis* (pp. 441-454). London: Routledge.
- Otto, K., & Köhler, A. (Eds.). (2018). *Trust in media and journalism: Empirical perspectives on ethics, norms, impacts and populism in Europe*. Germany: VS Verlag für Sozialwissenschaften. Doi: <http://doi.org/10.1007/978-3-658-20765-6>
- Savitsky, V. M. (2019). Cultural codes: Essence, structure and

- functioning in the process of communication. *Professional Discourse & Communication*, 1(4), 68-77.
- Sengul, K. (2019). Critical discourse analysis in political communication research: A case study of right-wing populist discourse in Australia. *Communication Research and Practice*, 5(4), 376-392. Doi: <http://doi.org/10.1080/22041451.2019.1695082>
- Teliya, V.N. (1999). Pervoocheredniye zadachi i metodologicheskiye problemy issledovaniya frazeologicheskogo sostava yazyka v sisteme kultury [Primary tasks and methodological problems of studying the phraseological fund of language in the system of culture]. In *Frazeologiya v kontekste kultury [Phraseology in the context of culture]* (pp. 13-24). Moscow: Shkola "Yazyki russkoy kultury".
- Van Dijk, T. A. (1988). *News as discourse*. London, UK: Hove and London.
- Van Dijk, T. A. (1993). Principles of critical discourse analysis. *Discourse & Society*, 4(2), 249-283.
- Van Dijk, T. A. (1997). What is political discourse analysis? *Belgian Journal of Linguistics*, 11(1), 11-52. Doi: <https://doi.org/10.1075/bjl.11.03dij>
- Van Dijk, T. A. (2019). *Macrostructures: An interdisciplinary study of global structures in discourse, interaction, and cognition*. London: Routledge.
- Vihman, V. V., & Romm, M. V. (2019). Concept of 'image' in scientific cognition: Explicative analysis. In *Proceedings of the International Conference on Humanities and Social Sciences: Novations, Problems, Prospects* (pp. 314-318). Amsterdam: Atlantis Press.
- Waisbord, S. (2018). The elective affinity between post-truth communication and populist politics. *Communication Research and Practice*, 4(1), 17-34. Doi: <https://doi.org/10.1080/22041451.2018.1428928>
- Wiseman, B. (2009). *The Cambridge companion to Levi-Strauss*. London, UK: Cambridge University Press.

УДК 81.2

<https://doi.org/10.25076/vpl.38.06>

И. Д. Романова

Московский государственный лингвистический  
университет

### МОДЕЛЬ ЛИЧНОСТИ И ПЕРСУАЗИВНОЕ ВОЗДЕЙСТВИЕ В РЕКЛАМЕ

*В статье представлен анализ использования персуазивных средств воздействия в русле развивающейся науки соционики. В данном исследовании автор опирается на классические модели личности, выделенные К. Юнгом, которые можно сгруппировать в пары взаимоисключающих признаков (логики – этики; сенсорика – интуиция; экстраверты – интроверты, рационалы – иррационалы), и проводит сравнительно-сопоставительный анализ персуазивных средств воздействия, используемых в рекламе на примере пары «логиков-этиков». Проведенное исследование показало, что современные рекламные тексты персуазивного характера составляются с учетом особенностей различных моделей личности, что отражается в комплексном использовании как логосных средств воздействия, которые отвечают за организацию и структуру текста и ориентируются на логиков, так и пафосных, которые задействуют эмоциональный аспект воздействия и ориентируются на этиков. Комбинация данных средств воздействия и использование разнообразного семантического наполнения позволяет разрабатывать рекламные тесты, которые потенциально являются персуазивными для разных моделей личности, а именно преподнести один и тот же материал с разных сторон. При составлении современных рекламных текстов учитывается также информационные аспекты, задействованные индивидами в процессе обработки информации, среди которых выделяется деловая (экстравертная) логика, структурная (интровертная) логика, этика отношений (интровертная этика), силовая (экстравертная) сенсорика, сенсорика ощущений (интровертная сенсорика), интуиция возможностей (экстравертная интуиция), интуиция времени (интровертная интуиция). В рекламных*

сообщениях можно наблюдать как переключение информационных аспектов, так и их пересечение, что подтверждает стремление рекламодателей создать рекламу, не замыкающуюся только на одном варианте репрезентации информации. Автор описывает основные особенности, присущие данным информационным аспектам, и выявляет персуазивные средства воздействия, соответствующие каждому из них. В статье также акцентируется внимание на значимости этосного компонента персуазивного воздействия, который выражается в построении выбранного компанией корпоративного имиджа – «лица» компании. В зависимости от выбранного компанией образа текст рекламного сообщения может быть соотнесен с языковыми средствами, характерными для рассматриваемых в соционике моделей личности. Таким образом, компания может принимать образ логика, этика, сенсорика, интуита и т.д. Многочисленные примеры являются подтверждением данных наблюдений.

*Ключевые слова:* персуазивное воздействие, реклама, соционика, модель личность, логики, этики, сенсорики, интуиты, экстраверты, интроверты, рационалы, иррационалы, деловая логика, структурная логика, этика отношений, силовая сенсорика, сенсорика ощущений, интуиция возможностей, интуиция времени, корпоративный имидж

**UDC 81.2**

**<https://doi.org/10.25076/vpl.38.06>**

**I. D. Romanova**

**Moscow state linguistic university**

## **HUMAN TYPES AND PERSUASION IN ADVERTISING**

*The article presents the analysis of persuasive means in accordance with socionics theory. The author carries out a research into the persuasive means used during communication basing on Carl Jung's models of psychological types represented in dichotomy (logics – ethics; sensorics – intuit; extraverts – introverts; rationals – irrational). Deducing the comparative analysis of logics' and ethics' ways of perceiving information, the author comes to the conclusion that*

*modern advertisements are created considering the mentioned psychological types which is reflected in the use of both rational and emotional persuasive means. The combination of these persuasive means allows to adjust persuasive texts to different human types which gives the opportunity to present information from different perspectives. The other idea of socionics used in advertising is that information can be divisible into information aspects – the categories that include information elements which a person's psyche processes (extraverted logic, introverted logic, introverted ethics, extraverted sensing, extraverted intuition and introverted intuition). These elements imply the human's ability or inability to get the presented information. Modern advertising texts use the linguistic means shifting information aspects in order to present the information which can be perceived by different human types. The author describes the main characteristics of each information aspect and reveals corresponding persuasive means used to reflect them. In addition, the article claims the importance of ethos during persuasive interaction which results in building up a proper corporate image. It is possible to draw a parallel between the advertising text and the psyche type depending on chosen persuasive means. To be more precise, the company can be presented as a person related to logics, ethics, sensorics, intuit, extraverts, introverts, rationals or irrationals. Ample examples are provided to prove the author's conclusions.*

*Key words: persuasion, advertising, socionics, psyche type, logics, ethics; sensorics, intuit; extraverts, introverts; rationals, irrationals, extraverted logic, introverted logic, introverted ethics, extraverted sensing, extraverted intuition, introverted intuition, corporate image*

### **Введение**

В современной рекламе доминирование воздейственной функции не подлежит сомнению. В силу естественного желания адресата (целевой аудитории) сохранять независимость и защитить себя от навязывания рекламных продуктов и услуг, что часто ведет к негативному восприятию любой рекламы, рекламные компании стремятся использовать персуазивное воздействие при создании рекламных текстов, которое отличается этической нейтральностью, ненавязчивым характером и отсутствием давления. Основная цель персуазивного воздействия

– это добиться осознанного изменения установок адресата в атмосфере гармонии и свободы выбора. Сохранение этого баланса и осуществление воздействия на ментальном уровне представляется наиболее возможным при понимании того, как адресат обрабатывает информацию и какие лингвистические средства являются наиболее эффективными для лучшего восприятия рекламного текста. Развивающаяся наука соционика рассматривает разные модели личности и описывает особенности, присущие каждому психологическому типу. Принимая во внимание данные особенности, настоящее исследование анализирует персуазивные средства, используемые в современной рекламе, с точки зрения воздействия на разные модели личности.

#### **Материалы и методы**

Материалом исследования послужили аутентичные рекламные сообщения британских и американских компаний, представленных в сети интернет, а также рекламные тексты рекомендательного характера, разработанные компанией «Voices.com». При анализе материала исследования автор использовал методы лингвистического наблюдения и описания, а также лингвопрагматический и когнитивный анализ.

#### **Результаты и обсуждение**

Развивающаяся наука соционика выделяет 16 типов личности, разделенных в зависимости от восприятия реальности (Удалова, 2011). Данная классификация восходит к трудам австрийского психолога Карла Густава Юнга (Юнг, 2001), который впервые описал отдельные черты личности, присущие каждому психологическому типу и выявил свойства личности каждого психологического типа, из которых выстраивается восприятие информации. Согласно К. Юнгу, существует четыре пары дихотомических признаков, сочетания которых формируют определенный тип личности, точнее то, как этот тип личности воспринимает действительность: логики-этики, сенсорики-интуиты, экстраверты – интроверты, рационалы – иррационалы. Особенности и отличительные признаки каждой пары представлены в Таблице 1.

<i>Логики</i>	<i>Этики</i>
Сущность – это реальное понятие; провалы в рассуждениях являются недопустимыми; структурная организация сказанного имеет весомое значение; истинность утверждений должна быть доказана.	Реальность – понятие гуманизма и нравственности, а правила и законы – конвенция; сопереживание, установление отношений и обмен эмоциями являются важными аспектами.
<i>Сенсорики</i>	<i>Интуиты</i>
Обращают внимание на детали текущего момента и положение предметов в пространстве; фиксируют сознание на текущем моменте и собственных ощущениях.	Способны предвидеть развитие ситуации; быстро воспринимают и анализируют события в настоящем, прошлом и будущем; проявляют быструю реакцию на происходящие события.
<i>Экстраверты</i>	<i>Интроверты</i>
Объективное восприятие реальности, где собственное «я» – это объект среди других объектов; открыты к расширению деятельности; важна внешняя сторона явлений.	Субъективное восприятие реальности; углубляются в детали своей деятельности; важны мотивы, намерения, смысл, а не внешний вид.
<i>Рационалы</i>	<i>Иррационалы</i>
Консерваторы; точно соблюдают инструкции и поставленные сроки; приветствуют план выполнения действий; опираются на установленные традиции.	Новаторы; приветствуют новые способы решения; свободно ориентируются в незнакомой ситуации.

*Таблица 1. Модели личности и связанные с ними особенности*

В данном исследовании мы изучаем различия в использовании персуазивных средств воздействия в рекламе, ориентированных на модели личности, на примере взаимоисключающей пары «логиков-этиков».

Из представленных в таблице характеристик можно сделать вывод, что при составлении рекламных текстов, ориентированных на логиков, следует учитывать значимость использования логосных средств воздействия, которые призывают к разуму и отвечают за рациональное построение речи, куда прежде всего следует отнести: (1) предоставление фактологической информации (статистических данных, количественных показателей и т. д); (2) использование синтаксических структур, выражающих причинно-следственную связь, т. е. каузальных структур, которые организуют содержательную сторону текста (Дзялошинский, 2012) ; (3) употребление многочисленных повторов с целью повышения воздейственного потенциала сообщения, что четко структурирует макротекст, обеспечивает его связность и позволяет фокусировать внимание адресата на наиболее важной информации (Князева, 2016; Лисоченко, 1971), (4) использование триплета – фокусировка внимания адресата на репрезентации сказанного посредством приведения трех и более (четырёх) аргументов в пользу предмета коммуникации (Allison, 2009; Darics, 2018; Mulholland, 2005). Для логиков может иметь значимость и ссылка на прошлый опыт, которая выстраивает причинно-следственную связь между прошлыми событиями и возможным будущим результатом и предоставляет обоснованное доказательство необходимости в изменении ситуации.

Однако для этиков хорошая структурная организация текста находится в меньшем приоритете с точки зрения лучшего восприятия информации и успешного осуществления воздействия на данный тип личности. Учитывая особенности восприятия действительности этиками, рекламодатели апеллируют к чувствам, используя эмоциональные средства воздействия, к которым прежде всего следует отнести положительно-окрашенную лексику, позволяющей дать высокую оценку предмету коммуникации и вызвать положительные ассоциации в сознании адресата. Употребление вопросительных структур в рекламных

сообщениях позволяет обеспечить диалогизирующий эффект, что создает имитацию общения, во время которого происходит обмен эмоциями.

Современные рекламные тексты комбинируют эмоциональные и рациональные (логосные) персуазивные средства для оказания воздействия на разные психологические типы. Так, например, комплексное использование триплета, перечисляющего основные аргументы в пользу рекламируемого продукта, а также триплета, наполненного положительно-окрашенной лексикой, является распространенным примером попытки оказания воздействия как на логиков, так и на этиков, например:

*You've always wanted to retire in style. The residents of Green Gables Retirement Community enjoy 25% more life and easy living! There's no need to cut the lawn, shovel the driveway, or climb unnecessary stairs - you'll have more time, more energy, and more life! Those are just three great benefits of living at Green Gables. Green Gables, the world at your doorstep with all the amenities!* (Voices.com)

В данном рекламном сообщении адресант (рекламодатель) неоднократно использует триплет для предоставления необходимого количества причин обратиться в его компанию: *There's no need (1) to cut the lawn, shovel the driveway, or climb unnecessary stairs – (2) you'll have more time, more energy, and more life!* Первая часть предложения (1) содержит триаду аргументов, ориентированных на логиков, где предоставляется перечисление обыденных и общеизвестных обязанностей человека, живущего на пенсии в своем доме. Такая организация фактов акцентирует внимание адресата на том, почему у него появится больше свободного времени при сотрудничестве с *Green Gables Retirement Community*. Вторая часть предложения и одновременно второй случай использования триплета (*you'll have more time, more energy, and more life*) также указывает на преимущества, которые может получить адресат, однако подача данных преимуществ ориентирована уже на этиков, что символизирует эмоциональная составляющая высказывания за счет положительно оценочной лексики в комбинации с лексической и графической интенсификацией (*more time, more energy, and more life!*). Следует также обратить внимание на содержательную сторону двух частей

данного предложения: в первом случае – это реальные факты, с которыми часто сталкивается среднестатистический пенсионер, живущий в Англии, что звучит убедительно для логиков; во втором случае информация носит абстрактный характер, а ключевым является воздействие на эмоции, что представляется более удачным вариантом воздействия на этиков. Данное рекламное сообщение – это пример оказания персуазивного воздействия с учетом различного восприятия информации, о чем свидетельствует смещение фокуса с одной модели личности на другую.

Следующее рекламное сообщение также демонстрирует параллельное использование рациональных и эмоциональных средств воздействия:

*May we suggest you tell the board you are choosing a five-seater family saloon*

*So, you've spent the last few months diplomatically "loosing" at golf. You've laughed at the MD's jokes (some were even funny) and you kept schtum when the Chairman's wife deliberately forgot your name.*

*Yesterday it paid off. Your back was patted (not stabbed) and you've just been told to invest some company money in some brand-new metal.*

*Allow us to make suggestion. Test drive the stunning new CD Carlsson from Saab. Of course, you'll be hooked from the moment you sit in a driving seat, but then there's a problem. People may think you're getting ideas above your already lofty station. And you didn't get where you are today by people thinking you're getting ideas above your already lofty station.*

*So here what you tell the Financial Director. Firstly, the new Saab is a four-door, five-seater, family saloon. Don't mention the integrated aerodynamic skirts, alloy wheels, or exclusive badging. Secondly, inform him there is 23.8 cu. Feet of luggage space in the boot, but omit there's 195 b.h.p. 16-valves, and an all new turbo-charged power unit under the bonnet. Say that's it's quite nippy, and jolly safe when overtaking. But please leave out the 0-60 in 7.5 seconds, forget that it's faster than a Ferrari Mondial from 50 to 70 m. p. h. Oh, and mention the 38.1 m. p. g. Not the 140 m. p. h. And finally, whatever you do, don't say the new CD was partly developed by Erik Carlsson, the legendary rally driver. Just explain that it's wholly favoured by Harry Dobson, the frugal company car manager. If all goes well, you'll soon*

*be driving the new Saab Carlsson CD into the company car park. Obviously, you'll be hiding it in a corner until it's time to make your move. That day, in the not-too distant future when you "accidentally" park it in the Chairman's space. Or have we been addressing the Chairman all along?* (advertisement in *The Independent* magazine, 21 October 1989)

Целевая аудитория данного рекламного сообщения – это деловые люди, которые предпочитают машины представительского класса. Данный рекламный текст имитирует общение между близкими друзьями, которые прекрасно понимают друг друга, о чем и свидетельствует разговорный стиль и юмор рекламы. Обильное использование местоимения *you* при обращении к адресату помогает сократить дистанцию между адресантом и адресатом. Первые два абзаца рекламного сообщения, описывающие типичную жизненную ситуацию целевой аудитории данной рекламы, демонстрируют, что адресат выражает свое понимание ситуации, в которой оказался его собеседник (<...> *So you've spent the last few months diplomatically "loosing" at golf. You've laughed at the MD's jokes (some were even funny) and you kept schtum when the Chairman's wife deliberately forgot your name* <...>). Такая эмоциональная вовлеченность и обращение к адресату посредством местоимения *you* очень важны для этиков, для которых установление отношения с рекламодателем (даже удаленное) является основным вектором для оказания дальнейшего воздействия. Вопросительная структура в конце рекламного текста, ориентированная на адресата, также позволяет создать ощущение ведения диалога с потенциальным покупателем (*Or have we been addressing the Chairman all along?*)

Однако помимо указанных эмоциональных средств воздействия данное рекламное сообщение не лишено четкой структуры и рациональных средств убеждения, которые позволяют противоположному типу личности, логикам, лучше воспринимать посыл рекламного текста и быть убежденными в необходимости приобрести рекламируемый товар, что можно наблюдать в фрагменте, где представляются основные технические параметры автомобиля: (<...> *So here what you tell the Financial Director, Firstly, the new Saab is a four-door, five-seater, family saloon. Don't mention the integrated aerodynamic skirts, alloy wheels, or exclusive*

*badging. Secondly, inform him there is 23.8 cu <...>And finally, whatever you do, don't say the new CD was partly developed by Erik Carlsson, the legendary rally driver. Just explain that it's wholly favoured by Harry Dobson, the frugal company car manager <...>).* Структурирование данного фрагмента текста осуществляется посредством цепочки вводных слов (*firstly, secondly, finally*), которые являются навигацией, позволяющей адресату следовать за мыслью адресанта. Предоставление большого объема фактологической информации (*there's 195 b.h.p. 16-valves, and an all new turbo-charged power unit under the bonnet. Say that's it's quite nippy, and jolly safe when overtaking. But please leave out the 0-60 in 7.5 seconds, forget that it's faster than a Ferrari Mondial from 50 to 70 m. p. h. Oh, and mention the 38.1 m. p. g. Not the 140 m. p. h.*) является логичным доказательство того, почему данный автомобиль заслуживает внимания адресата. Ссылка на авторитет (*the new CD was partly developed by Erik Carlsson, the legendary rally driver. Just explain that it's wholly favoured by Harry Dobson, the frugal company car manager<...>*) также добавляет сказанному достоверности.

Так как создатели рекламных текстов не могут заранее оценить, к какой модели личности относится адресат, то такое комплексное использование указанных персуазивных средств увеличивает шансы того, что оказанное персуазивное воздействие увенчается успехом и что адресат в независимости от того, является ли он логиком или этиком, изменит свое коммуниктивное поведение и приобретет рекламируемый продукт.

#### **Информационные аспекты и их отражение в современной рекламе**

Согласно теории соционики любая информация, воспринимаемая индивидом, может быть разделена на несколько информационных аспектов, что является значимым при обработке сознанием полученных во время коммуникации сообщений (Звонарева, 2016).

«Деловая логика» – экстравертная логика, которая носит неабстрактный характер и имеет дело с четкой организационной деятельностью, оперирует с ресурсами, умением создавать шаблоны. Данный информационный аспект предоставляет описание одного технологического процесса через другой, что на

синтаксическом уровне отражается в построении высказываний с помощью каузальных структур, а на лексическом – в приведении конкретных данных. В рекламе при оказании персуазивного воздействия данный информационный аспект описывается на конкретных жизненных примерах того, как преумножить имеющиеся ресурсы в жизни индивида посредством предмета рекламы, что выводится логической цепочкой рассуждений.

*Located in the gated community of Shavian Lake, this fantastic rental home is perfect for nature lovers. Features include a natural gas fireplace, tiered floor design, and a lovely all-season sun room, perfect for bird watchers or bookworms. With a covered balcony facing the lakefront, summer paddle boat rentals, and access to a year-round nature trail, the Shavian Lake community is truly a community for all seasons (and you can bring your pets too!). For more details, contact Hinterland Rentals at 555-3489. Inquire about this rental home's short-term leasing program, starting at \$1500 per month. (Voices.com)*

«Структурная логика» - интровертная логика, которая не описывает ситуацию, а объясняет ее, придерживаясь четкой структуры, организуя события в логическом порядке с применением конкретных цифр и статистических данных. Логичность повествования обеспечивается за счет указания причинно-следственных связей, сравнений и классификаций. На лингвистическом уровне при оказании персуазивного воздействия в рекламных сообщениях данный информационный аспект часто затрагивается посредством использования предложений в императиве с указанием причинно-следственной связи, например: <...> *For nights when you just can't get to sleep, try Nocturnal Rest and get to sleep fast!* <...> (Voices.com). В данном примере желаемый результат (*get to sleep fast*) является следствием приема рекламируемого снотворного (*try Nocturnal Rest*). Структурная логика данного сообщения заключается в описании последовательности действий и предоставлении логичного повествования с причинно-следственной связью: если ты выпьешь данный препарат, то ты быстро уснешь.

«Этика отношений» – интровертная этика, которая описывает отношение к объекту, предоставляя свою оценку поступков или поведения людей, а также содержит заключения по поводу

моральных качеств какого-либо человека и отвечает за умение выразить сострадание и сочувствие. В рекламе в процессе оказания персуазивного воздействия существует немало примеров, когда адресат затрагивает насущную проблему в жизни потенциального клиента, выражая понимание и сочувствие, а также готовность помочь в виде совета воспользоваться предметом рекламы:

*It's that time of year again (yikes! Nail-biting). Tax Time (booming voice – over the top women's scream or Homer Simpson scream)!!! Are your statements in order? Even if you are miles behind, our certified general accounts will get you and your tax forms up to speed, increasing your refund and giving you peace of mind. Why pull your hair out every April when you can rely on Tax Tally? Tax Tally knows your frustrations, believe me, we do. we're here! Call us today at 555-5674 for a free estimate. Tax Tally, we crunch numbers so that you don't have to. (Voices. com)*

«Силовая сенсорика» – экстравертная сенсорика, которая направлена на предоставление хорошего визуального восприятия объекта, осознания пространства, описывает желания и способы воплотить их в жизнь, а также затрагивает описание энергии, необходимой для достижения целей, и отвечает за ощущение пространства и территории. Следующее рекламное сообщение, где адресант акцентирует внимание целевой аудитории на ее возможных желаниях (жить в собственной роскошной вилле), задействует информационный аспект «силовая сенсорика» посредством лексики из семантического поля «мечты» и «роскошь», а также посредством модального глагола *can* в значении возможности, в комбинации с лексикой, подчеркивающей, что адресат может достигнуть обозначенной цели:

*Finally, the kids have moved out of the house and you're ready to live in luxury! You can make changes in your lifestyle now that you've only dreamed of, including living in your very own villa. Find all the comforts of home and more in a classic Italian setting at Rossini's! Sign your lease with us in the next 3 weeks and receive a special housewarming gift... your very own crate of Soave from "I Dream of Vino", an Andrea Bocellini CD, a splendid basket full of Vero Amore pasta, tantalizing tomato sauces from Lazio, and the finest olive oil in the*

*world made in Florence. Sound good to you? Call us today to take a tour of our luxury villas at 555-7834 or visit our website online.* (Voices. com)

«Сенсорика ощущений» – интровертная сенсорика, которая описывает восприятие физического мира и затрагивает упоминание вкуса, запаха, а также внутренние ощущения и физиологические процессы. В современной рекламе «сенсорика ощущений» проявляется при описании положительных чувств, которые может испытать адресат благодаря предмету рекламы (чувство комфорта, гармонии, спокойствия, адреналина и т. д.), вызывая в его сознании необходимые ассоциации, приводящие к изменению его пост-коммуникативного поведения, т. е. к успешному осуществлению персуазивного воздействия. В представленном ниже фрагменте информационный аспект «сенсорика ощущений» затронут в первом предложении рекламного текста для создания необходимой атмосферы рекламируемого фестиваля, что задает нужное направление дальнейшего персуазивного воздействия.

*The rhythmic beating of the drums, the cheerful tinkling of rain sticks, and the mouthwatering aroma of chimichangas... yes, its Fiesta time again in Lincoln Park! Bring the kids, your in-laws, your neighbor, and even their dog to join in the fun at this flavorful and exotic celebration of Central, South American, and African culture. Taste food from kitchens around the world and dance to sultry sambas with performers in traditional dress. It doesn't get any better than this! Join the Fiesta this long weekend at Lincoln Park. Hope to see you there!* (Voices. com)

«Интуиция возможностей» – экстравертная интуиция, которая описывает потенциальные или скрытые возможности какого-либо объекта или человека и затрагивает выдвижение альтернативных вариантов, а также описание совпадений. Использование данного информационного аспекта можно наблюдать во многих рекламных сообщениях, которые подразумевают, что приобретение предмета рекламы предоставит человеку определенные возможности, как например:

(a) *Business travel at the speed of your fax machine... is that even possible?! Zip around the country in your own personal jet, complete with a licensed pilot and hors d'oeuvres to keep you on top of your*

*game. Get from point A to point B within minutes! Visit our website online to find out more about how you can beat the traffic, on land or in the air. Need to book that flight right now? Give us a call at 555-6482. Show up in style (and on time). Start flying to your meetings today! (Voices. com)*

*(b) (Inner monologue) Back to the old to do list again. Let's see... Climb Mount Everest... done. Snorkeling with the dolphins off the coast of Australia? Done. Sky diving in Borneo... yup, that's checked off too. Barreling over Niagara Falls (chuckle) – Nah, too risky! How about discovering a Land of Lost Caverns in the highlands of Costa Rica? (Reading) Easily trek to view scenic wonders of beauty and mystery... ancient unexplored caverns await... (Said to another person) Hey Jeff / Alice, what do you think of this? (Announcer) Why just travel when you can 'adventure' travel? Call us today to book your next out-of-this-world thrill seeker vacation. (Voices. com)*

«Интуиция времени» – интровертная интуиция, которая отвечает за прогнозирование и описывает все, что связано со временем, воспоминаниями, фантазиями, а также новыми тенденциями или идеями, которые воплотятся в жизнь в будущем. В рекламных сообщениях интуиция времени проявляется при описании того, что предмет рекламы привнесёт в жизнь индивида что-то новое, иное и непохожее на других. В представленном ниже рекламном сообщении обозначена идея воспользоваться рекламируемым подкастом для продвижения бизнеса, что по прогнозам позволит быть не только в тренде, но и закрыть множество полезных задач.

*Ever heard of a podcast? People listen to them, they subscribe to them, and they love them... as a business, doesn't that sound like something that you'd like to be a part of? Well, you can when you hire the podcast pros at Podcast Princess Productions. Imagine... You'll have a team of creative and technical people at your disposal and a killer podcast to spread the word about your business. Getting old biz into new media is not for the faint of heart, but it can happen with the help of Podcast Princess Productions. Get a free estimate by emailing [info@website.com](mailto:info@website.com) or call 555-5555 today. (Voices. com)*

В рекламных текстах нередко происходит переключение информационных аспектов для увеличения воздейственного потенциала рекламы. Существует много примеров, где

задействуются информационные аспекты «интуиция возможностей» и «силовая сенсорика», благодаря которым адресату демонстрируется, что рекламируемый продукт или услуга гипотетически могут воплотить его мечты в жизнь или открыть новые горизонты, как например:

(a) *Getting married this year? Organizing a corporate function that needs all the trimmings? Sophie's Elegant Events is your premiere event coordinating and concierge firm. We coordinate and cater events of all sizes, specializing in theme weddings and receptions. Don't wait until the Spring to give us a call. We want to make sure that your event goes off without a hitch, and that means planning ahead NOW! Call us at 555-1290 to make your dreams come true.* (Voices. com)

(b) *Picture your dream house. For you, it might be a sprawling lakefront property with mature trees and a winding driveway through a wrought-iron gate... or, perhaps it's something more cozy and closer to the shopping mall - we're not just talking picket fences here! Come in and chat with one of our mortgage specialists. Tell us about your dreams. We'll make them a reality.* (Voices. com)

Представленные рекламные сообщения завершаются предположением, что рекламируемый продукт может претворить мечты адресата в жизнь (*to make your dreams come true, make them a reality*). Стоит отметить, что данной информации предшествует императив, использованный для мотивации адресата-интуита получить предмет рекламы, который и сможет предоставить указанные возможности, а также модальный глагол *will* в значении обещания со стопроцентной уверенностью.

Помимо информационного аспекта «интуиция возможностей» в примере (a) также задействуется «интуиция времени» при рекомендации адресата обратиться в его компанию как можно быстрее (*Don't wait until the Spring to give us a call. We want to make sure that your event goes off without a hitch, and that means planning ahead NOW!*)

Анализируя пример (a) и (b) с точки зрения воздействия на другие модели личности, можно отметить использование вопросительных структур в (a) для привлечения внимания и диалогизирующего эффекта (*Getting married this year? Organizing a corporate function that needs all the trimmings?*), а также употребление местоимения *you* и его формы *your* по отношению к

адресату в примере (а) и (b) для сокращения дистанции (*your premiere event coordinating and concierge firm, your dream house, for you* и т. д.) – ориентир на этиков. В примере (b) адресату предлагается представить дом своей мечты, после чего рекламное сообщение дает детальное описание возможных вариантов, что более персуазивно для сенсориков.

В современных рекламных сообщениях наблюдается тенденция затрагивать информационный аспект «сенсорика ощущений», что проявляется в детальном описании физического состояния или самочувствия, как в следующем рекламном сообщении компании Dove.

*The more someone makes you think about your body, the harder it becomes to ignore.*

*Your tongue, for example. Usually, you hardly notice it's there. But when I mention it, you can feel your tongue bumping against your lower front teeth. The tip's just resting on them. You notice your tongue feels just a little too long for your mouth. And you notice it never really lies still. You move it about constantly, without thinking about it. Backwards and forwards. And from side to side. Suddenly, it feels strangely wet and heavy in your mouth, doesn't it?*

*A few seconds ago, you hardly noticed your tongue. But just one message ensured you can't stop thinking about it. Now imagine the hundreds of messages girls are exposed to every day, subtly changing the way they think about their bodies. See how you can help at [selfesteem.dove.co.uk](http://selfesteem.dove.co.uk). Dove. Be your beautiful self<sup>1</sup>.*

Как видно из данного текста, адресант (рекламодатель) предлагает адресату сосредоточиться на внутренних ощущениях и предлагает сконцентрировать сознание на своем языке. Многочисленные повторы глаголов чувственного восприятия позволяют это реализовать (*you can feel your tongue <...> You notice your tongue feels just a little too long <...> you notice it never really lies still <...> it feels strangely wet and heavy in your mouth, doesn't it?*). Интересно отметить, что такое детальное описание состояния является частным примером того, как изменить восприятие собственного тела в лучшую сторону, что и является

---

<sup>1</sup> URL: <https://www.campaignlive.co.uk/article/top-10-radio-ads-2016/1418495>

основным посылом данного рекламного сообщения. В конце рекламного сообщения, переключаясь на информационный аспект «интуиция возможностей», адресант предлагает посетить сайт компании «Dove», который может помочь достичь данной цели. (*See how you can help at selfesteem.dove.co.uk. Dove. Be your beautiful self*). В результате, данное рекламное сообщение снова не ограничивается ориентиром только на одну модель личности, хотя, на первый взгляд, это не совсем очевидно.

Следующий пример компании «Honda» затрагивает «силовую сенсорнику» и «интуицию возможностей»:

*VO: (slow and deep) Want a sneak peek of the new Honda CRV Black Edition? Close your eyes...*

*(Very long pause)*

*The Honda CRV Black Edition. All the power of an SUV. All the clever thinking of a Honda. All in black.*

*See it for yourself, at Henry's Honda, Crossmyloof, Glasgow<sup>2</sup>.*

В начале рекламного сообщения происходит привлечение внимание адресата за счет апелляции к желанию увидеть новую рекламируемую модель машины (*Want a sneak peek of the new Honda CRV Black Edition?*), после чего следует призыв закрыть глаза и сконцентрироваться на последующих деталях описания и постараться «увидеть» рекламируемый объект. Информационный аспект, отвечающий за визуальное восприятие объекта, относится к «силовой сенсорике». Более того, предоставление описания осуществляется посредством персуазивного средства воздействия триплета, в который входит трехкратный повтор местоимения *all* (*All the power of an SUV. All the clever thinking of a Honda. All in black*), что по ощущениям дает ассоциацию обширного пространства автомобиля – «силовая сенсорика». Однако адресант не дает слишком развернутого описания предмета рекламы, разжигая интерес адресата. Переключение на аспект «интуиция возможностей» осуществляется в конце рекламного текста,

---

<sup>2</sup> URL: (<https://www.campaignlive.co.uk/article/top-10-radio-ads-2016/1418495>)

мотивирующего зайти в магазин «Honda» и посмотреть на машину вживую.

### **Корпоративный имидж как модель личности**

Поскольку персуазивное воздействие состоит не только из рациональных и эмоциональных, но и также из этосных средств воздействия, то для успешного достижения поставленных целей и изменения пост-коммуникативного поведения адресата в пользу желаемого и необходимого для адресанта, рекламные компании уделяют большое внимание построению благоприятного корпоративного имиджа, формирующего позитивный образ компании в глазах адресата. Корпоративный имидж – это заявленное «лицо» компании, а также позиция и установки, которых она придерживается. Соответственно, рекламный текст – это «речь» компании, которая имеет свои особенности и семантическое наполнение. В зависимости от выбранной стратегии поведения, а также от целевой аудитории, рекламные компании заранее определяют стиль общения с потенциальными клиентами. Анализ выбранных средств, реализующих коммуникацию, позволяет соотнести рекламные тексты с моделями личности, рассматриваемыми в соционике. В одних случаях рекламный текст звучит как высказывания, наиболее характерные для логика, а в других – для этика и т. д. Рассмотрим три примера одного и того же рекламного сообщения, направленного на продвижение пользованием кредитной картой, и посмотрим на соотношение каждого текста с моделями личностями, а также сопоставим задействованные информационные аспекты.

*(a) We can open doors on your behalf. Whether you want great days and nights out with your friends and family, a bit of peace and quiet before you leave the airport or entrance to an exclusive shopping event, we can make it happen. (Darics, 2018, p.76)*

*(b) We'll get you in. There are some gig, movies, store sale and other events that are just too good to miss. Tell us where you'd like to be and we'll get you in. Going travelling? We'll get you lounge access, away from the hustle and bustle of the airport. (Darics, 2018, p. 76)*

*(c) We'll open doors for you. If there's a special show or exhibition you'd love to see, or an exclusive sale you'll like to be at, we'll be pleased to organize it for you. Likewise, if you're planning a trip, we*

*can arrange access to the sanctuary of a private airport lounge, so you can avoid the maddening [sic] crowds.* (Darics, 2018, p. 76)

Рекламный текст примера (а) имеет четкую структуру и звучит как логично выстроенное повествование за счет использования каузальной структуры, наполненной аргументами в пользу преимуществ предмета рекламы (*Whether you want great days and nights out with your friends and family, a bit of peace and quiet before you leave the airport or entrance to an exclusive shopping event...*). В данном случае компанию справедливо отнести к логике или рационалу, поскольку рациональный компонент персуазивного воздействия находится в приоритете. С точки зрения информационных аспектов, в примере (а) можно наблюдать «деловую логику» (употребление каузальной структуры и предоставление аргументов: *Whether you want great days and nights<...>*) и «силовую сенсорнику» (апелляция к желаниям и их реализация: *Whether you want great days and nights out with your friends and family... we can make it happen*).

Пример (b) имитирует диалог с адресатом, посредством использования вопросительной структуры (*Going travelling?*) и разговорного стиля коммуникации, который передан в сокращениях (*we'll get you in, we'll get you lounge access, you'd like to be*) и в лексике, свойственной для неформального общения (, что звучит более открыто по отношению к потенциальному клиенту, сокращает дистанцию, позиционирует компанию как друга и показывает, что компания открыта к общению. При такой подаче рекламного сообщения компания звучит более характерно для этика. В примере (b) также задействованы следующие информационные аспекты: «силовая сенсорика» (*Tell us where you'd like to be*), пересечение «силовой сенсорики» и «структурной логики» (*Tell us where you'd like to be and we'll get you in*), а также «сенсорика ощущений» (*away from the hustle and bustle of the airport*).

Пример (c) выделяется ориентированностью на клиента за счет неоднократного использования сочетания предлога и местоимения *for you* (*We'll open doors for you <...> we'll be pleased to organize it for you for you*). Однако рациональный компонент персуазивного воздействия данного рекламного текста, заключающийся в использовании синтаксического параллелизма и каузальных

структур, а также в установлении причинно-следственных связей позволяет ассоциировать данный текст с логиками. Анализируя информационные аспекты, можно выделить следующие: «деловая логика» представленная цепочкой рассуждений (*If there's a special show or exhibition, we'll be pleased to organize it for you. <...> if you're planning a trip, we can arrange access to the sanctuary of a private airport lounge, so you can avoid the maddening [sic] crowds*) и «силовая сенсорика» (*you'll like to be at, we can arrange access to the sanctuary of a private airport lounge*).

#### **Выводы**

В результате проведенного исследования можно сделать вывод, что использование знаний, применяемых в соционике, является полезным для создания рекламных текстов персуазивного характера, а также для формирования желаемого корпоративного имиджа. Современная реклама выделяется комбинацией персуазивных средств воздействия, которые апеллируют как к рациональной, так и к эмоциональной составляющей, что является эффективным для разных моделей личности. Принятие во внимание информационных аспектов, выделяемых в соционике, а также их пересечение и переключение между ними обеспечивают возможность лучшего восприятия информации разными психологическими типами.

#### **Литература**

1. Дзялошинский И. М. Коммуникативное воздействие: мишени, стратегии, технологии. Монография. – М.: НИУ ВШЭ, 2012.
2. Звонарёва Н. А. Применение диагональных императивов в рекламных предложениях // Менеджмент и кадры: психология управления, соционика и социология № 1-2. – 2016. – С. 30-35.
3. Князева Н. В. Лексический повтор как средство организации синтаксических единиц // Актуальные проблемы гуманитарных и естественных наук. Изд.: Научное издательство «Институт стратегических исследований». – 2016. – С. 58-61.
4. Лисоченко Л. В. Связанные конструкции с лексическими повторами в русском языке: Связанные конструкции с

лексическими повторами в русском языке: дис. ... канд. филол. наук. – Ростов-н/Д, 1971. – 201 с.

5. Удалова Е. А. Соционика. Основы диагностики. – М., 2011.
6. Юнг К. Г. Психологические типы. – СПб.: Азбука, 2001.
7. Allison J., Townend J., Emmerson P. *The Business Upper-Intermediate Teacher's Book*. – MacMillan, 2009.
8. Darics E., Koller V. *Language in Business, Language at work*. – Palgrave Macmillan, 2018.
9. Mulholland J. *Handbook of Persuasive Tactics: A Practical Language Guide*. – N.Y.: Routledge, 2005.

#### References

- Allison, J., Townend, J., & Emmerson, P. (2009). *The Business Upper-Intermediate Teacher's Book*. MacMillan.
- Darics, E., & Koller, V. (2018). *Language in Business, Language at work*. Palgrave Macmillan.
- Dzjaloshinskij, I. M. (2012). *Kommunikativnoe vozdejstvie: misheni, strategii, tehnologii [Communicative impact: tragets, strategies, technologies]*. Moscow: NIU VShJe.
- Jung, K. G. (2001). *Psihologicheskie tipy [Psychological types]*. SPb.: Azbuka.
- Knjazeva, N. V. (2016). Leksicheskij povtor kak sredstvo organizacii sintaksicheskix edinic [Lexical repetition as a means of syntactic units organisation]. In *Aktual'nye problemy gumanitarnyx i estestvennyx nauk* (pp. 58-61).
- Lisochenko, L. V. (1971). *Svjazannye konstrukcii s leksicheskimi povtorami v russskom jazyke [Connected constructions with lexical repetition]*. Rostov-n/D.
- Mulholland, J. (2005). *Handbook of Persuasive Tactics: A Practical Language Guide*. N. Y.: Routledge.
- Udalova, E. A. (2011). *Socionika. Osnovy diagnostiki [Socionics. Basics of diagnostics]*. Moskva.
- Zvonarjova, N. A. (2016). Primenenie diagonal'nyx imperativov v reklamnyx predlozhenijah [Application of diagonal imeratives in advertising]. *Menedzhment i kadry: psihologija upravljenja, socionika i sociologija, 1-2*, 30-35.