



*LATEUM 30th Jubilee*

**LANGUAGE • COMMUNICATION • SOCIETY  
CURRENT CHALLENGES AND BEYOND**

*14<sup>th</sup> International Conference*

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**Wednesday, September 22**

**10.00–14.00**

## **THE OPENING OF THE CONFERENCE**

<https://zoom.us/j/99196187992?pwd=c29XMDdvUjNnT2ZKTXdCSTJsNU9Wdz09>

The Conference will be officially opened by:

- President of LATEUM Assoc. Prof. Ekaterina Mikhailovskaya
- LATEUM President-Founder Prof. Natalia Gvishiani
- Dean of the Faculty of Philology, Moscow State University, Prof. Andrei Lipgart
- Chair of the Department of English Linguistics, Moscow State University  
Prof. Olga Alexandrova

## **PLENARIES**

Prof. Andrei A.Lipgart (Lomonosov Moscow State University)

*Functional Stylistics in an ELT classroom*

Assoc. Prof. Michał B. Paradowski (Institute of Applied Linguistics, University of Warsaw)

*Teaching Languages and Linguistics Remotely During the Pandemic*

Prof. Olga V.Alexandrova (Lomonosov Moscow State University)

*New words in the modern Russian language*

Prof. Vera I.Zabotkina (Russian State University for the Humanities)

*Cognitive mechanisms of linguistic creativity*

Prof. Natalia B.Gvishiani (Lomonosov Moscow State University)

*Teaching Argumentative Essays with the International Corpus of Learner English*

Prof. Tamara B.Nazarova (Lomonosov Moscow State University)

*A Course of TEFL (Teaching English as a Foreign Language) at Moscow State University: Transferable Skills and Lasting Value*

14.30–18.00

**SPECIAL INTEREST GROUPS****Cognitive and corpus-based discourse studies in ELT***Chairs: O.V.Aleksandrova, N.B.Gvishiani, O.V.Stafeyeva*<https://us02web.zoom.us/j/86021027306?pwd=N1FGKzQwcHdTWTZ4OWJOSnpNMXo1QT09>*Prof. Elena Tymchuk, Krasnodar State Technological University**Ms. Lyudmila Gamaeva, Senior lecturer, Krasnodar State Technological University*[timchuk\\_elena@mail.ru](mailto:timchuk_elena@mail.ru), [lgamaeva@yandex.ru](mailto:lgamaeva@yandex.ru)**Articles and their role in the realization of the conceptual categories of the general and the singular in English scientific discourse / Conceptual Category of the General and the Singular in English Scientific Discourse**

It is well known that science deals with generalizations and single instances of physical and mental phenomena. It follows that the distinction between the general and the singular is important for any scientific discourse. In the course of its development English has created a special system of functional words that were initially used to convey grammatical meanings of case, gender and number. Later they got a completely different role due to reduction and loss of nominal endings. At present they have acquired a certain deictic function and point to a number of abstract meanings including the concepts of general and singular.

*Ms. Alla Minyar-Beloroucheva, Lomonosov Moscow State University, History Faculty, Department of Foreign Languages*[ostvera@mail.ru](mailto:ostvera@mail.ru)**Particularities of historical discourse conceptual metaphors studies in ELT**

The paper deals with historical discourse metaphors studies within cognitive paradigm. The aim of the analysis is to reveal the particularities of the conceptual metaphors of the historical discourse that are determined by history. Since history is neither perceptual, nor given to historians in their experience, historical discourse conceptual metaphors rhetorically contribute to the mental representation of historical events and personalities. The conclusion drawn is that historical discourse conceptual metaphors give rise to numerous associations making different ways of understanding the historical past. History students should know that conceptual metaphors pervade historical discourse and shape the worldview of receivers.

*Elena Ivanova, PhD, Lomonosov Moscow State University*[yelenayvanova@yandex.ru](mailto:yelenayvanova@yandex.ru)**Derivational capacity of abbreviated terms**

Though neither the British National Corpus, nor the Contemporary Corpus of American English do yet register derivatives from the newest abbreviated medical terms Covid-19 and SARS-CoV-2

(which have already made part of our everyday discourse), the biomedical databases available give us access to most recent articles on the current coronavirus pandemic, which demonstrate a wide variety of the derivational capacity of these terms. Most of the derivatives, expectedly, contain productive suffixes and their synonyms –like, -free, –type and prefixes such as anti-, post-, pre-. The brevity of the form seems to be essential for further derivation.

*Prof. Svetlana Manik, Ivanovo State University*

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### **Parallel corpus of socio-political media texts in ELT practice**

The presentation deals with the application of a small-scale Russian-English corpus of socio-political media texts on Sketch Engine platform in ELT practice. The article explores the program options to study translator's transformations, degree of usability of some constructions and lexical units, equivalence level and its context dependence. The corpus facilitates in summarizing the translation strategies that can be used for teaching purposes in classes of Political English. The corpus under study consists of speeches of prominent Russian politicians and their translations. The texts are meta-annotated, segmented and downloaded into Sketch Engine for further automatic tokenization, alignment, stemming and POS-tagging.

*Ms. Anastasiya G. Pisareva, Samara National Research University*

[anastasia1202@yandex.ru](mailto:anastasia1202@yandex.ru)

### **The linguistic representation of the dominant component “Participants` Actions” in the sports internet-discourse**

The focus of the presentation is the analysis of a subject-referent situation in the sports discourse. The discursive fragments in the form of match reports subjected to analysis were collected from the News section of the British Lawn Tennis Association web-site. The undertaken research demonstrates that the constituent “Participants` Actions” tends to be the dominant one due to the frequency and the nominative density of its linguistic representation, which can be illustrated by relevant examples.

*Assoc. Prof. Natalia Akhrenova, Moscow State University of Humanities and Social Studies*

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### **On-line dictionary of buzzwords in ELT**

In the presentation the problem of using English-Russian dictionary of buzzwords in ELT will be touched upon. As a source of material the English-Russian dictionary of words, which appeared during the COVID-19 pandemic compiled by the author of the presentation was chosen. We will dwell upon some techniques and methods that can be used to make new vocabulary familiar and active.

*Mr. Artem Krasin, Lomonosov Moscow State University*

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### **Abbreviation and its functions in the diary discourse**

Abbreviation can be seen as a prolific method of word formation already in the middle of the 20th century. It can be supposed that clipping, acronyms and logograms had become by that point in time a legitimate and productive way of word formation. Observations on the material of the diaries highlighted the main functions of abbreviations: symbolization, encryption, linguistic economy, and rendering familiarity, or familiarization.

*Julia Gavrilova, PhD, Moscow University for the Humanities*

[march1378@yandex.ru](mailto:march1378@yandex.ru)

### **Modern Celtic studies in Great Britain**

The talk is a short overview of the position of linguistic celtology in present day science in Great Britain. It will concentrate on the views and recent papers by such British authors as A. Ahlqvist, P. Morain, P. Russell, D. Stifter, G. M. Awbery. Their views and scientific conclusions are evaluated and prospects for further research, possibly in Russia, are offered at the end of the presentation.

## **Academic English: research and practice**

*Chairs: L.L. Baranova, A.A. Sharapkova*

<https://us02web.zoom.us/j/81941861039?pwd=a1dWQnlwYkIWRONDVGtvNlFaU0RZUT09>

*Assoc. Prof. Michał B. Paradowski, Institute of Applied Linguistics, University of Warsaw, Poland*

### **Teaching specialised genres with custom-made genre corpora**

Teaching and learning language for special purposes can pose a challenge on multiple levels, beginning with building up familiarity with the relevant lexis, preferred structures and discursive conventions, through selection from the identified material, to its gradation. We will introduce insights from both self-compiled and already available (collections of) texts and concordancing tools in the language classroom. Drawing on concrete examples from two genres, namely legal documents and cookbooks, we shall see how corpus linguistics can reveal a plethora of information about the lexis, grammar, information structure, and cultural associations in the genres investigated, which often differ vastly from the conventions and principles of “general English”. In the domain of legal English, we zoom in on connectors, discourse markers, irregular past participles, pronouns, coordination patterns and synonymic chains, postmodifying participles, emphatic do, peculiarities in conditional clauses, causatives, and several other categories of forms that differ from the English as we know it elsewhere (Bázlik, Ambrus & Bęćławski, 2010). In the corpus of recipes, in turn, we identify both intra- and cross-linguistic differences, spanning from collocations through information positioning, compression, and impersonal constructions to genre-specific ellipsis and information structure patterns (Paradowski, 2018).

The concrete examples from culinary and legal English will demonstrate the pertinence and relative ease of using corpus linguistics with ESP, thereby helping both teachers and learners in a manner whose ecological validity can go far beyond the relevance of the coursebook.

*Prof. Larissa Manerko, Lomonosov Moscow State University*

[wordfnew@mail.ru](mailto:wordfnew@mail.ru)

### **Verbal and visual metaphor in written and oral academic discourse**

Academic discourse is usually regarded as something stable, created according to the norms and standards of disciplinary scientific conventions. It occurs that modern academic discourse doesn't look like that, because besides the criteria of theoretical interpretations, logical argumentation and terminological strictness represented in LSP, such kind of discourse represents human intellectual activity and creativity, which is sometimes expressed by metaphor and multimodality. The author thinks that even systemic-functional understanding of the author's choices can't solve the new forms and meanings. It is possible to represent these issues penetrating into the understanding of scientific construal of the sign choice and concept, fully associated with socio-cultural identity and human world vision. In the presentation several kinds of deliberate metaphor are discussed on the basis of cognitive and functional mechanisms that are observed in the material of written and oral academic discourse including profiling, image schemas, blending and mental spaces to show the dynamic role of human scientific knowledge.

*Ms. Marina Vitko, School 1788*

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### **Cognitive mechanisms of health perception in English phraseology**

This article reflects the peculiarities of health perception in the phraseological system of English language. Special attention is paid to visual perception and its representation. The purpose of the study was to describe the specific features of health perception as a cognitive phenomenon. The paper reveals such characteristics of perception as the power of manifestation, independence of sensation, actions that lead to the human state improvement, static and dynamic state, associativity of consciousness.

*Olga Oparina, PhD, Lomonosov Moscow State University*

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### **The concept KNOWLEDGE in the texts on philosophy**

Academic discourse is aimed at knowledge dissemination and delivering new information. Notwithstanding strict standards, formalization and neutrality of this kind of discourse, it deals with rhetoric and language personality. Other factors being substantial are the time of text creation, global events and tendencies. The changes are reflected by the key concepts. Considering Academic Discourse, the concept KNOWLEDGE is substantial. The examination of the lexical units comprising the concept KNOWLEDGE may illustrate the trends in knowledge understanding. The articles on Philosophy from Internet edition are chosen as the material of the study. The study reveals the most frequently used lexical units and their context. The compatibility of these units is also considered which demonstrates the understanding of the ways of acquiring knowledge, as well as the idea of the essence of knowledge as such.

*Olga Ovchinnikova, PhD, Lomonosov Moscow State University*

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### **Academic English Course for Russian Undergraduate Students In Space Research**

*Sharapkova Anastasia, PhD, Lomonosov Moscow State University*

[warapkova@mail.ru](mailto:warapkova@mail.ru)

### **Transdiscursive transfer of concepts: a case of Merlin in biology**

The presentation attempts to overview how the image of a fictional character became a term in biomedical sciences entering the complex variance relationship with the other terms introduced at the same time and later. Applying the cognitive linguistic methodology, I first model the structures of knowledge represented by the initial image by outlining the conceptual characteristics. Then I study the discursive features of using the term Merlin and pinpoint those characteristics that get actualized in papers. The term unleashes great creativity relying on these conceptual characteristics and transferring them to another knowledge domain and type of discourse. Merlin as a term is preferred in review papers and where the questions of basic science are raised.

*Prof. Svetlana Mishlanova, Prof. Larissa Alexeeva, Perm State University*

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### **Crowdsourcing: a new teaching and learning practice in Academic English**

This article is aimed at the investigation of the process of translation competence acquisition within the frames of Academic English. The first part of the article describes the theoretical framework of a newly coined term crowdsourcing. This is followed by a brief presentation of the experiment of teaching and learning practice in Academic Translation. The last part of the article deals with the results of the exploratory studies. Within the frames of Academic English, we associate crowdsourcing with realization of internet resources, referring it to an innovative translation technology.

## **ELT materials development: tradition and innovation**

*Chairs: E.A.Dolgina, Yu.I.Scherbinina*

<https://us02web.zoom.us/j/81779528986?pwd=Ym1KTWQwcGpmTFZOQXRBUiRJV2tOUT09>

*Prof. Zoya G. Proshina, Lomonosov Moscow State University*

[proshinazoya@yandex.ru](mailto:proshinazoya@yandex.ru)

### **Materials for teaching English as an International Language**

This presentation will discuss the specifics of teaching EIL (English as an International Language) unlike EFL (English as a Foreign Language), its aims and goals, as well as resources that facilitate implementation of the EIL ideas into real classroom practice.

*Viviana Gallo, PhD, Dipartimento di Studi Linguistici e Letterari Università di Padova*

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### **English as a lingua franca and variation within the EFL classroom**

This work focuses on the importance of introducing materials about English as a Lingua Franca (ELF) and variation, within the EFL class, since English shows a plurality of native and non-native varieties. Most of the interactions take place between speakers of different L1, where ELF works as the shared code. Concerning variation, this study highlights how its use allows learners to live the cultural identity of their interlocutors by developing extremely effective mutual understanding. Finally, examples of experience-based activities show how the use of communication strategies elicit important life skills, whose development is strongly recommended by Agenda 2030.

*Yulia Shcherbinina, PhD, Lomonosov Moscow State University*

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### **Poetry pharmacy in the EFL classroom**

The given talk is devoted to teaching contemporary English-language poetry in the EFL classroom. It discusses the materials, online resources and techniques that could be used for promoting poetry appreciation among students.

*Assoc. Prof. Elena V. Marinina, Lomonosov Moscow State University*

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### **What is the English we teach?**

One of the most important problems in ELT that affects all aspects of this process is the choice of the variety of English to teach to foreign students. Traditionally, teachers relied either on British English or American English. Nowadays, regional varieties of non-native users of English (including Russian English) have come to the fore. In this connection, several questions are bound to arise. The most important ones: What is the correlation between a regional variety of the language and something that has been traditionally called typical errors and mistakes of students of the language? What is the status of a regional variety of English in ELT system?

*Assoc. Prof. Assiya Sulkarnayeva, Kazakhstan Branch of Lomonosov Moscow State University*

[a-r-s-2008@yandex.ru](mailto:a-r-s-2008@yandex.ru)

### **Early English learning at a Kazakhstan school: myths and facts**

This author analyzes the situation with early English language learning \ teaching at a Kazakhstani school; describes the outcomes of a sociolinguistic research conducted in one of Nursultan gymnasiums; analyzes the advantages and disadvantages of the introduced system of early English language learning and teaching; substantiates the need for a large-scale statistical research on the current situation. The term "Kazinglish" comparable to the well-established term "Runglish" is introduced into linguistic terminology and its (the term`s) relevance for further research in a comparative aspect is substantiated.



*Assoc. Prof. Svetlana Reztsova, The State University of Humanities and Social Studies*

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### **Multiple Intelligences Theory (MIT) and Communicative Language Teaching**

Multiple Intelligences Model (Gardner, 1983) helps both teachers and learners to identify the way they learn and process information. It is essential for a teacher to be aware of the students' intelligence profile. It raises his/her sensitivity of the differences in the students' learning styles and enables to employ the classroom techniques that make the learning process enjoyable, highly motivating and maximize the students' learning potential.

*Assoc. Prof. Anna Rudakova, Lomonosov Moscow State University*

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### **How to write an artwork description. How to paint this text then.**

Google Doc is viewed as a streamline tool that seems to have become a time-saving reward for our students' efforts. The pleasures and pains of classwork can easily be turned mostly to pleasures with this simple technique as students can use these tools wherever they can, having an opportunity to contribute and include their ideas by working on the same document from different places or times. Starting from scrutinizing the text about Cedric Morris, an English gardener and a painter, students are provided with one of his paintings for a detailed description of the flowers composition. Then their description is sent to another student whose task is to paint the copy of Morris' masterpiece without seeing the picture but just reading the description of it. Intertwining with and emphasizing the content even deeper students, drowning in work with Google Docs, are never lost. Instead, they are thoroughly absorbed.

*Assoc. Prof. Olga Akimova, Lomonosov Moscow State University*

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### **Using mind maps in online ELT classrooms**

The talk focuses on Mind Maps as a tool that can help make online classes with the use of LMSs (learning management systems) more effective and the advantages mind maps can add to your online learning and teaching experience.

*Marina Pokrovskaya, PhD, Lomonosov Moscow State University, History Faculty, Foreign Languages Department*

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### **The relevance of linguistic studies and ELT materials development in the evolving multimodal communication environment**

Currently, communication environment, both national and global, is characterized as increasingly multimodal. Linguistics maintains its core status. Within the multimodality of discourses, semantics, semiotics and pragmatics are distinguished as its integral elements. To reveal the particularities of modern language landscape evolvement in professional discourses in terms of pragmatics is the prime aim of the ELT. Using maps, images, scientific illustrations, works of art and literature, each of which is a symbolic text encoding national ideas about the world and the

country's place in it in the ELT textbooks is one of the ways to provide understanding of professional discourses worldwide.

## Hard and soft skills for professional development

*Chair: Assoc. Prof. Lyubov Kulik*

<https://zoom.us/j/97419311515?pwd=dElKNS82NDkyUnJLY1ZyN3BObkxZz09>

*Anna Gorizontova, PhD, PeopleCert International/ NUST MISiS*

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### How do business people read?

As revealed by published research and presenter's own survey, people working in business face the challenge of processing the constantly growing volumes of text. The talk suggests answers to the following questions: what the most common texts are, what reading strategies are commonly used in the business environment and, finally, what students, who plan their professional careers, need to be prepared for when it comes to reading for work.

*Ruzanna Baghramyan, Armenian State University Of Economics*

[rouzannabaghramyan@gmail.com](mailto:rouzannabaghramyan@gmail.com)

### Manifestations of Ideological Discourse in Business Negotiations

The purpose of my presentation is to demonstrate how the combined notion of ideology and discourse contributes to the conflict-free resolution during negotiations. I will expound on the principled model of negotiation developed by Harvard Negotiation Project and will corroborate my research by excerpts from time-honored movies "The Godfather", "Pretty Woman", as well as widely acknowledged TV serial "Suits".

*Ольга Емельянова, МГТУ им Н.Э. Баумана*

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### Типы и характер аргументативных стратегий академического дискурса

В статье определяется понятие аргументативной стратегии, понимаемой как алгоритм структурирования последовательности способов и приемов убеждения применительно к академическому дискурсу. Научное познание стремится к рационализации накопленного опыта, классификации и систематизации фактов, образующих доказательный базис теоретических построений. Возникает необходимость не столько объяснить явления действительности, подводя их под общий закон или устанавливая каузальные связи между отдельными фактами и их следствиями, сколько убедить научное сообщество в приемлемости какой-либо гипотезы и привести достаточные основания в поддержку такой точки зрения. В связи с поставленной целью принято различать доказательную, объяснительную, сравнительную (критическую) и агрессивную аргументативные стратегии. Выбор стратегии часто зависит от области научного знания, характера аудитории, коммуникативного жанра, идиостиля и личных предпочтений исследователя.

*Доц. Татьяна Сергеевна Путиловская, Государственный университет управления*

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### **Образовательная траектория академического письма**

Автор рассматривает траекторию развития академического письма в рамках трех ступеней высшего образования с точки зрения поэтапного формирования компетенций, необходимых для написания научной статьи как целевой установки и результата длительного процесса обучения. Для каждого этапа выделяется основной тип академического письма, находящегося в фокусе обучения, которое ориентировано на компетентностную модель данного типа и специфический набор знаний, умений и навыков, формируемых при его развитии.

*Инна Харламенко, к.ф.н., МГУ имени М.В. Ломоносова*

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### **Организации совместной работы студентов по составлению словаря терминов специальности на базе цифровых инструментов**

Современные ФГОС ВО предъявляют требования увеличивать долю самостоятельной работы студентов и активно внедрять интерактивные формы обучения на базе инструментов Веб 2.0. Дидактические свойства и функции таких инструментов, как Google docs и вики-платформы, позволяют выполнить эти требования и повысить эффективность обучения иностранному языку. Исследована возможность использования Google docs и вики-платформ для организации совместной работы по созданию глоссария, то есть словаря терминов специальности студентами неязыковых вузов, что является важным при учете профиля и направления обучения. Приводится подробный алгоритм работы студентов и преподавателя, шаблон оформления словарной статьи, критерии оценивания выполнения задания.

*Assoc. Prof. Irina Tverdokhlebova, Moscow State University for Geology and Prospecting*

[iptverdokhlebova@gmail.com](mailto:iptverdokhlebova@gmail.com)

### **Methodological concepts for developing foreign language pronunciation culture in ESP students and the role of the teacher**

Engineering professions are back in high demand in Russia. In what way instruction in foreign languages can help a modern student in their better professional development? What conceptual transformations has methodology of teaching L2 spoken and written communication undergone? Traditionally fostering foreign language skills were rotating around building up special vocabulary and training students in reading comprehension. Should there be a revision of this approach at the time of globalization? The talk suggests a demanding necessity for incorporating special pronunciation training in order to assist students acquire elements of pronunciation culture.

## Translation and interpretation: challenges across various discourses

*Chairs: A.S.Mikoyan, V.Ya.Zadornova, I.N.Fomina*

<https://us02web.zoom.us/j/87940518160?pwd=b2hldkl5NnNGRDNRb2RxNXovQTZDQT09>

*Prof. Alexandra Anisimova, Lomonosov Moscow State University*

*Inna Fomina, PhD, Lomonosov Moscow State University*

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### **Teaching consecutive and simultaneous interpreting: practical approach**

The paper deals with training consecutive translation and simultaneous interpreting. The authors analyze a number of abilities and skills the learners are to build and develop to obtain the qualification of consecutive and simultaneous interpreter successfully and offer a system of exercises to guide them on this journey. The study is based on a textbook on political, economic and legal translation used for a number of years at the Department of Translation Theory and Practice at Lomonosov Moscow State University as a key training input.

*Доц. Инна Конькова, ФГБОУ ВО «МГУ им. Н. П. Огарева»*

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### **Обучение научно-техническому переводу (на примере сфер оптоволоконной техники и нанотехнологий)**

Научно-технический перевод может вызывать определённые трудности, связанные с отсутствием русского эквивалента у терминологических словосочетаний или эпонимических единиц. Именно поэтому при обучении такому виду перевода следует обратить особое внимание на термины и эпонимы, изучив их возможные структуры.

*Assoc. Prof. Hasnaa Chakir, Sultan Moulay Slimane University, Beni Mellal, Morocco*

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### **A cognitive approach to metaphor translation in children's literary discourse: The case of Romeo and Juliet**

This study, uses a cognitive approach to metaphor translation in children's literary discourse, with a reference to Romeo and Juliet, and its translations into Arabic. It attempts to explore how metaphors are presented to the Arabic reader. The paper argues that the use of metaphors is challenging for Arab translators because the transfer from one language and culture to another one is hampered by linguistic and cultural differences. It investigates how young children perceive metaphors. The results indicate that these tend to misinterpret metaphors because they use different cultural references. The results also stipulate that comprehension of metaphors involves the transfer of knowledge from one conceptual domain to another which depends largely on the cognitive development of the child.

*Доц. Любовь Губочкина, Московский государственный областной университет*

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### **Метафора и лингвоантропоморфизм в литературном переводе**

Лингвистический антропоморфизм и метафора переплетаются в семантико–стилистическом пространстве художественного перевода. Стилистическая коннотация литературного антропоморфизма выражается художественными средствами языка, в том числе метафорой. В переводном тексте, основанном на антропоморфном сюжете, метафорический образный перенос является неотъемлемой частью сюжетной линии. Метафорический контекст заложен в идейно-смысловое содержание подлинника и имеет прямое отражение в тексте перевода. В литературном переводе возникает вопрос взаимодействия и взаимосвязи между метафорой и антропоморфными образами. Интегрированный подход к рассмотрению лингвоантропоморфизма и метафоры имеет очень большое значение в воссоздании художественного образа в первоизданном виде. Сохранить образную связь между первоисточником и переводом возможно при условии использования переводческих трансформаций.

*Наталья Залесова, к.ф.н., ФГБОУ ВО Амурский Государственный Университет*

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### **Способы передачи разговорного стиля с английского языка на русский в мультипликационном жанре**

Данный доклад посвящен изучению способов передачи разговорного стиля с английского языка на русский в мультипликационном жанре. В качестве материала исследования использован скрипт оригинала мультфильма Surf's Up и его студийный перевод на русский язык. Выявлено 143 контекста, в которых представлены составляющие разговорного стиля на фонетическом, лексическом и синтаксическом языковых уровнях. Анализ контекстов позволил сделать вывод о том, что разговорный стиль, используемый в англоязычной анимации, преимущественно передается на русский язык при помощи компенсации, способа перевода, позволяющего передавать элементы смысла, утраченные при переводе, каким-либо другим средством, причем необязательно в том же самом месте текста, что и в оригинале.

*Tatiana Tarasova, PhD, Lomonosov MSU Law School*

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### **Legal translation in multi-disciplinary terms**

Формирование навыков извлечения информации из текста-источника, принадлежащего одной правовой системе-источнику (общее право), с последующей передачей ее на языке перевода в систему континентального права требует значительных усилий и преподавателей, и студентов-юристов. В основе комплексного подхода - совокупность классических теорий, методов перевода и современных средств информационных технологий, обеспечивающая эффективность процесса изучения/обучения, особое внимание к коммуникативным и когнитивным аспектам юридического перевода-толкования. Перевод – последовательность актов рецептивной речи на языке-источнике и продуктивной речи при создании текста перевода на языке системы перевода. Перевод – процесс развития

когнитивных навыков и компетенций, а также процесс абстрактного мышления на двух языках в логической последовательности: понятие, суждение, умозаключение. Перевод – сравнительно-правовое исследование.

*Mr. Eugene Marchenkov, Lomonosov Moscow State University, Higher School of Translation and Interpreting*

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### **Realia rendering as a confrontation of international discourses (based on novel “Metro 2033” and its English translation)**

Translation of cultural realia is an essential part of literary translation. Realia form a cultural background that stimulates the reader's imagination and envelops him in the literary world. Adequate translation of such realia, often absent in the target language discourse, requires sufficient knowledge of the source language culture, history, folklore and social foundations. The novel “Metro 2033” by the Russian author Dmitri Glukhovsky is a case in point, being full of different Russian and former Soviet realia and creating a unique world, familiar to CIS readers, but alien to Western readers. The translator of the novel turned to several methods of translation so as to try and transfer Russian discourse to that of the target language.

*Margarita Philippova, PhD, Lomonosov Moscow State University*

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### **O. Wilde’s “The Nightingale and the Rose”: Untranslatability revisited**

The talk is about gender identity of the characters of this fairy-tale. It cannot be preserved in the Russian translation because of specific features of the grammatical systems in question. English has shed most of its gender system, thus it's easy to assign the character any gender according to the purport of the story. The original fairy-tale contains only three female personages: the Moon, the professor's daughter and the nightingale. Everybody else is masculine. This gender picture gets distorted in translation, the Russian noun for the nightingale being masculine, the Sun belonging to neuter, while the Lizard, the Daisy, the Butterfly, Love, Philosophy and Power can only be feminine.

*Prof. Velta Zadornova, Moscow State University*

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### **Poetic image in translation: Functional approach**

Image is one of the central notions of linguopoetics providing a necessary link between the linguostylistic level of a literary work and its global purport. Images may be based on metaphors but they cannot be identified with them. A metaphor (or another trope) can perform just an ornamental function in a text while an image is always determined by the author's artistic intention, is part of the aesthetic design. Translation of images poses a great challenge to translators of literary art, who in this case should strive not for formal but for functional equivalence (adequacy), which is achieved not at the level of words but at higher levels of literary (poetic) appreciation, such as associations, mood, tone, global artistic purport. The paper looks at examples (both positive and negative) of functional translation of images.

*Assoc. Prof. Aschen Mikoyan, Lomonosov Moscow State University*

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### **J.R.R. Tolkien's Narrative: "a Prose that Sings" (on the 'sound effects' in *The Hobbit* and their rendering in translation)**

This paper will discuss the rhythmical and other sound-related phenomena characterizing the style of *The Hobbit* by J.R.R. Tolkien as translation challenges – in juxtaposition with three different Russian translations of the novel. Widely acclaimed from the publication of its first edition in 1937 to this day as, in the words of the poet W.H. Auden, "one of the best children's stories of this century," *The Hobbit*, apart from the unquestionable appeal of the story and of its characters, primarily the title character himself, cannot help enchanting the discerning reader, young and mature alike, with its language – outwardly simple and unpretentious, yet full of intricacies and subtleties of style that contribute to a smooth and beautiful sounding of the text, with its humour and its fairytale-like narration. As any book for children and some books for adults (notably those by Charles Dickens) *The Hobbit* was meant for reading aloud. It is proved by the author's ample use of such devices as are better recognized and appreciated through the readers' ears than through their eyes, namely, alliteration and assonance, paronymic attraction, anaphora, lexical repetitions, and syntactic parallelism, all of them together contributing to a distinctive rhythm and sounding of Tolkien's prose. The aim of this paper is to see how these features of the text were rendered in some of the numerous Russian translations of *The Hobbit*, namely, those by N. Rakhmanova (1976), by M. Kamenkovich and S. Stepanova (1995), by K. Kovalev (1999), and by V. Bakanov and E. Dobrokhotova-Maikova (2015).

### **Media discourse**

15.00–18.00

*Chairs: E.O. Mendzheritskaya, I.V.Svetovidova*

<https://zoom.us/j/95770804176?pwd=cS8rZEImS0E2Z0o1TEg0MXRKSXF1dz09>

*Julia Znak, PhD, MGIMO University*

*Assoc. Prof. Irina Stamova, MGIMO University*

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### **The means of establishing dialogue with mass audience based on the examples of speeches of W. Churchill (May 13, 1940), S. de Gaulle (June 22, 1940), F. Roosevelt (December 8, 1941), I. Stalin (July 3, 1941)**

The research goal is to analyze communication mechanisms and tactics of the orator epideictic speech which have an emotional influence on the audience with the aim of engaging it in a dialogue. Indeed, the dialogue is a core element of communication as a mechanism of sense production. The manipulative potential of epideictic speech is reached by some specific effects of the communicative situation. The subject of the research is selected speeches of prominent politicians and statesmen of the 20th century: Churchill, de Gaulle, Roosevelt, and Stalin. The dialogical method of analysis has been chosen, since the speaker and the recipient enter into an

equal relationship with each other in order to jointly participate in the specific psychological situation unfolding between them and its specific resolution.

*Mr. Nikita Bystrov, Russian Technological University (MIREA)*

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### **Ideological polysemy in contemporary Republican and Democratic discourses**

The ideological division between the two major American parties dominating American politics results in language difference and particularly in the choice of allusions and references made by politicians. There are numerous universal sources to be referred to in the American political discourse. However, some universal sources of intertextuality may be subject to ideology being modified or altered by orators, provided it helps them to achieve their political goals. This distinction may be explained by the phenomenon of ideological polysemy and put down to a dichotomy of 'personal freedoms vs equality'.

*Ms. Ksenia Bobyleva, MGIMO,*

*Ms. Anna Galiguzova, MGIMO*

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### **Анализ метафоры войны в публичных выступлениях Д.Трампа периода пандемии коронавируса**

В настоящей статье анализируется метафорическая репрезентация пандемии коронавируса в англоязычном политическом дискурсе на примере публичных выступлений Дональда Трампа в 2020 году. Актуальность исследования объясняется важностью тех приёмов, которые позволяют лидерам стран формировать общественное мнение в условиях новой реальности. При изучении корпуса текстов методом дискурс анализа и методом сравнительного лингвистического анализа были сделаны выводы, что при описании пандемии наиболее продуктивной является метафора войны, которая делает высказывание более эмоционально окрашенным и позволяет управлять массовым сознанием через «создание угрозы». Используя фреймово-слотовую классификацию метафорических моделей, авторы приходят к выводу, что метафорическое представление пандемии в качестве войны базируется на 4 фреймах и является успешной концепцией представления кризисной ситуации.

*Mr. Mark Prikhodko, Military University of the Ministry of Defense*

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### **Discursive technologies as a propaganda tool**

Since ancient times, humanity has been waging bloody wars of various scales. Thanks to development, it was possible to reduce the number of wars and casualties, however, given the existing contradictions, humanity has created new forms of warfare - information wars. Propaganda as the basis of information warfare. Media discourse as a special kind of discourse that allows you to implement the plan of propaganda. The author describes discursive propaganda technologies, giving examples of the most relevant technologies of the 21st century based on the material of the Chinese and English languages.



*Prof. Lyudmila Baranova, Lomonosov Moscow State University*

### **Coronaspeak: Implications for English**

*Polina Sergienko, PhD, Lomonosov Moscow State University*

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#### **The pragmatic load of anthroponyms used in PR discourse**

The present research concentrates on the study of the use of anthroponyms in public relations (PR) discourse as a means of exercising manipulative influence on the reader. The pragmatic use of proper names found in press releases of major international companies, constituting the bulk of PR texts, testifies to the appeal to respect and background knowledge of the audience. The connotations, the emotions entailed, the direct associations with the personality, their profession, position, status and authority contribute to the persuasive effect of the texts with the aim to construct a positive image of the company in question.

*Дарья Каткова, Белорусский государственный университет*

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#### **Средства выразительности в текстах туристической направленности**

Статья посвящена анализу туристического дискурса на предмет использования средств выразительности речи и методов придания экспрессивности высказываниям. В статье подчеркивается важность прагматического аспекта, которая заключается в правильности выбора фонетических, грамматических, синтаксических и стилистических техник. В статье дается тщательный анализ вышеприведенных средств на примере их использования в статьях публицистического стиля.

### **Multimodal discourse: semantics, semiotics, pragmatics**

*Chairs: E.V.Mikhailovskaya, O.V.Sapunova*

<https://us02web.zoom.us/j/84860752369?pwd=amJubWJGeDdVTXZiTTh1N3VLaUxCZz09>

*Maria Taymour, PhD, Moscow State Linguistic University*

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#### **Mixing metaphors in the modern multimodal digital discourse**

This paper presents the results of the cognitive analysis of the current usage of 500 computing metaphors and mixed online metaphors used by Microsoft, Apple and Google, and 400 multimodal verbal-visual metaphors and multimodal mixed metaphors elicited from Google Image and VisMet.org. The results show that computing metaphors are usually deliberately invented in order to create the connection between the user's conventional way of thinking and new technologies. The main reason for the complexity of different types of modern verbal-visual digital multimodal metaphors is that their meaning is an amalgam of mappings, metaphors, metonymies, and inferences. The largest challenge is usually presented by mixed multimodal metaphors. This paper presents the results of the cognitive analysis of the current usage of 500 computing

metaphors and mixed online metaphors used by Microsoft, Apple and Google, and 400 multimodal verbal-visual metaphors and multimodal mixed metaphors elicited from Google Image and VisMet.org. The results show that computing metaphors are usually deliberately invented in order to create the connection between the user's conventional way of thinking and new technologies. The main reason for the complexity of different types of modern verbal-visual digital multimodal metaphors is that their meaning is an amalgam of mappings, metaphors, metonymies, and inferences. The largest challenge is usually presented by mixed multimodal metaphors.

*Prof. Yelena Yerznkyan, Yerevan State University*

*Mr. Grisha Gasparyan, PhD student, Yerevan State University*

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### **Persuasive strategies in graffiti messages**

The present research is a brief study of graffiti discourse with special reference to the linguistic strategies used in it to make the message more persuasive and convincing. The aim of the research is to analyse how different linguistic units operate in the meaning-making process in graffiti discourse and what role they play in the realization of the communicative aims of graffiti creation as a complex social, political, cultural and linguistic practice.

*Prof. Evgeniya V. Ponomarenko, MGIMO University, Moscow*

*Antonina A. Kharkovskaya, Samara National Research University, Samara*

*Marina V. Cherkunova, Samara National Research University, Samara*

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### **Book abstracts: modern trends in terms of linguosynergetics**

The research of book abstracts focuses on both systemic and non-systemic features of this kind of small-format texts. The authors proceed from the premise that an abstract not only incorporates a much larger amount of sense than its text outwardly presents, but also makes up a holistic mini-system of discourse. The research reveals modern trends in abstract structural, semantic and pragmatic planes through the prism of functional linguosynergetics; the said minitexts are analysed in terms of both stable typical features and dynamic evolutionary parameters. The authors conclude that book abstracts vividly demonstrate such trends as functional synergism, text creolization, interdiscursivity.

*Ms. Xiaoshuai Li, Moscow State Pedagogical University*

[blazelake@hotmail.com](mailto:blazelake@hotmail.com)

### **A semiotic perspective in understanding of literary discourse**

This article argues that the interpretation of a sign mostly requires external knowledge and that it can change with different settings. This notion is applied to the analysis of literary discourse, revealing its multimodal nature in the process.

*Assoc. Prof. Irena Aleksić-Hajduković, School of Dental Medicine, University of Belgrade, Serbia*

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### **Practical implications of using software for multimodal discourse analysis**

*Assoc. Prof. Maria Dubovitskaya, MGIMO University*

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### **Multimodality and identity in graphic novels**

The research delves into a genre of autobiographical and semi-biographical graphic novels that throw light on the unique experiences of its characters. The protagonists are American-born citizens with different origins — Arab, Filipino, Korean. The aim is to study the development of identities and unravel different cultural codes in visual and graphic semiotic systems.

*Анна М. Журавлева, Предуниверситарий МГЛУ*

*Доц. Марина А. Салькова, МГЛУ*

*Ольга Н. Павлюк, МГЛУ*

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### **TEDs, Welcome to Classroom!**

В сообщении рассматриваются вопросы оптимизации современной лекторской практики в русле запроса современной молодежной аудитории. Согласно проведенному опросу студентов-лингвистов старших курсов, приоритетными здесь становятся легкая ненавязчивая форма подачи материала, иллюстративность, интерактивность, демократичность диалога, логичность, структурированность. В качестве образцового материала, реализующего обозначенные характеристики наиболее эффективно, выбраны TED talks – полимодальные сообщения, где взаимосвязь между лектором, визуальной опорой и аудиторией скрепляется грамматико-семантическими средствами связности и невербальными средствами передачи информации (жестами). Исследуются конкретные вербальные и невербальные способы работы лектора (мультимодальные кластеры), на основании которых предлагаются практические рекомендации по использованию полимодальности в аудитории.

**Thursday, September 23**

**10.00–13.30**

## **SPECIAL INTEREST GROUPS**

### **Literature in the EFL classroom**

*Chairs: L.V.Boldyreva, A.V.Rudakova*

<https://us02web.zoom.us/j/4430980417?pwd=NSStNeFhReGxGbmpWdkV6T2Q4aXNudz09>

*Ms. Natalia Sharyshova, Tula State University*

[sharyshova.n@mail.ru](mailto:sharyshova.n@mail.ru)

#### **On the role of authentic literary texts in ELT classroom**

This presentation gives a brief review of research connected with the advantages and disadvantages of using literature as a material for classroom activities and its importance for the development of learners' cultural and communicative competence.

*Assoc. Prof. Liliya Boldyreva, Lomonosov Moscow State University, Faculty of Philology / English department*

[pikosha2@yandex.ru](mailto:pikosha2@yandex.ru)

#### **Home reading in the classroom for advanced students of English**

The paper deals with an important and long established method of studying a foreign language through reading, discussing and analysing fiction. However reassuringly familiar and common this method may appear to many of us, the task of selecting reading material, providing exercises, questions to the text and topics for discussions and compositions will always be a challenging task for the teacher. When we set out to read literature in the classroom for advanced students, we should be first and foremost concerned with the extent to which the author's vertical context is accessible to our students' understanding. Therefore, before urging students to tackle any given tasks, we should make sure they are well aware of the set of procedures applied to the text, helping them to gain most complete and adequate understanding of this text.

*Anastasiya Mikhaylova, PhD, Russian State University for the Humanities, Moscow Institute of Psychoanalysis*

[mygoogroom@gmail.com](mailto:mygoogroom@gmail.com)

#### **Communicative competence in the EFL classroom: rhetoric analysis with guidelines and examples from "Airport" by Arthur Hailey**

Any literary text gives worthy models and examples that can become profitable material for language educators and learners in a foreign language classroom. The current presentation will discuss communicative strategies as shown in the examples of business-oriented communication

discourse in a passage of Arthur Hailey's novel "Airport". The suggested review includes elements of rhetorical analysis with some instructions and activities to practise the communicative skills and master persuasive speech techniques. The material can be used as a case-study in Business English, language workshops, literature seminars, as well as for extensive reading practices, or as a self-study guide.

*Assoc. Prof. Elena Baguzina, Moscow State Institute of International Relations (MGIMO University)*

[baguzinaei@gmail.com](mailto:baguzinaei@gmail.com)

### **Developing university students' in-depth reading skills: a mind, brain and education approach**

The presentation focuses on the classroom evidence that has led to positive learning outcomes as regards university undergraduates' in-depth reading skills and their critical thinking at English and American Literature Classes. It is also an attempt to evaluate students' feedback on the content and structure of their classes from a Mind, Brain and Education (MBE) perspective. This contribution will also look into the educational goal, methodology and strategies that proved to be successful with students, connecting the learning outcomes with neuroscience, psychology studies and lab finding, which are at the heart of the MBE approach. Primary attention will be given to such educational strategies as brainstorming sessions, discussion and problem solving which have appeared to be most effective in sorting out such issues as surface reading, problems with critical thinking skills and lack of motivation for reading at large.

*Ms. Irina Petrova, Lyceum 8*

[irinpetrov@yandex.ru](mailto:irinpetrov@yandex.ru)

### **Cultural enrichment as the result of using literature resources at the lessons of English**

This topic covers the experience of having literature-culture connections at the lessons of English. There are variants discussed on how to make a lesson interesting and non-standard. There are some lines about the positive effects after using literature at the lesson to be enriched by culture.

*Assoc. Prof. Tatyana Kizilova, Lomonosov Moscow State University, Faculty of Philology / English department*

[kayata@mail.ru](mailto:kayata@mail.ru)

### **The study of artistic consciousness in "The Noise of Time" by Julian Barnes**

The presentation attempts to disclose the way the artist's world works, the words that are used to represent this world in the novel where Time flows into tune and Music becomes translatable in terms of Verbal Art form.

*Larisa Mashkova, PhD, Lomonosov Moscow State University, SPA, Department of Foreign Languages*

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### **The poetry of Emilia Lanier: The hidden treasure of the Elizabethan era**

The major poetic work of Emilia Lanier - *Salve Deus Rex Judaeorum* - is justly regarded as a severely underrated literary creation. Being a fully fledged, ambitious and bold piece of verbal art, the 3,000-line poem is viewed as, perhaps, the first protofeminist work in the history of world literature. We attempt to analyse the poem in question, emphasising its contemporary appeal, and reveal the source of the author's poetic talent. Much to our chagrin, the first person to have called herself a professional poet - among ladies - is better known to the modern reader as one of the prototypes of the Dark Lady of the Sonnets.

### **Academic English: research and practice**

*Chairs: L.L.Baranova, A.A.Sharapkova*

<https://us02web.zoom.us/j/82147277090?pwd=aTdGUTVXMlZKWkFkL1NqRllzQVVJQT09>

*Prof. Victoria Safonova, Lomonosov Moscow State University*

[euroschool@mail.ru](mailto:euroschool@mail.ru)

### **A socio-cultural approach to establishing an appropriate lingua-didactic framework for developing university students as international academic writers and mediators**

The presentation aims at: a) outlining the crucial issues of educating Humanities students in Russia as international academic writers & cross-cultural and/or pluricultural mediators, b) giving an insight into the methodology of carrying out a sociocultural analysis of modern academic events held in English, their participants as sociocultural actors and mediators in the modern world of scholarly communication for the purposes of lingua-cultural pedagogy, and cross-lingual pluricultural language education, and, c) revealing how the results of the sociocultural analysis under consideration are to be used while designing a university profile-oriented language course for master's degree students and PhD students.

*Elena Shtekhman, PhD, Russian State Academy of Intellectual Property*

*Yuliya Melnik, PhD, The Military University of the Ministry of Defense of the Russian Federation*

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### **Problematic situational tasks method at English language classes in higher schools**

The article discusses application of situational tasks method in teaching English language in high school. A situational task is formulated in a way that learners may face in the future. The task is a problem solution which students need to find and provide an answer. Particular emphasis is placed on the improvement of verbal skills. This method promotes vocabulary expansion, vigorous speech development, working out appropriate speech behavior in real communication. Solving problematic situational task students learn about peculiarities of implementation of discourse in their activity. Practical orientation of situational tasks involves solution by using obtained knowledge in different topics.

*Mr. Nikita Eismont, Lomonosov Moscow State University, Chemistry Department*

[ne10000@mail.ru](mailto:ne10000@mail.ru)

### **Collocations with terms and unstable terminological word-combinations: implementing the lexical approach for the acquisition of subject-specific vocabulary in teaching ESP**

First, the goals and objectives of ESP with an emphasis on subject-specific vocabulary acquisition are considered. Second, an overview of ELT approaches and their applicability for the needs of ESP are discussed. Third, the notion of a collocation with terms as a basic structure wherein various lexical semantic fields of general language overlap with the ones of scientific terminology – in the context of implementing the Lexical Approach to teaching ESP – is pointed out. Finally, some practical aspects of using the principles of the Lexical Approach to the acquisition of the subject-specific vocabulary of chemical terms are outlined.

*Assoc. Prof. Lilia Shevyrdyaeva, Lomonosov Moscow State University*

[lshevyrdyaeva@gmail.com](mailto:lshevyrdyaeva@gmail.com)

### **Corpus-driven teaching of discipline-specific academic vocabulary: biology academic word list**

This paper presents corpus-based discipline-specific Biology Academic Word List (BAWL) of written texts in life sciences. The word families for the BAWL were selected on the basis of high levels of frequency, range and uniformity. The resulting 711 word families account for 19.52% coverage of research writing in life sciences. The BAWL provides a useful academic word pool for intermediate to advanced learners of ESAP and early career researchers who need to read and publish scientific articles in English. The paper also presents a variety of corpus-based exercises developed for the graduate-level course of EAP in biology.

*Elizaveta Tikhomirova, Skolkovo Institute of Science and Technology*

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### **A multidisciplinary conference as an alternative to an English PhD exam at a technical university**

Skolkovo Institute of Science and Technology (Skoltech) awards its own PhD qualifications and also administers PhD candidate examinations. The proposed version of an English PhD candidate Exam emulates a multidisciplinary conference with an online preparatory stage (project submission, peer review and final version) and a final presentation in an online or offline format depending on the epidemiological situation.

*Mr. Oleg Velikodnev, MSU*

[olegvelikodnev@mail.ru](mailto:olegvelikodnev@mail.ru)

### **The use of legal texts in teaching English for Specific Purposes**

The contribution analyses ways of working with legal texts as a form of improving language skills at Legal English classes. It addresses the issue of genre selection. It also considers cultural differences as one of the key points in Legal English teaching. The research has demonstrated that legal texts can be effectively used for students. The contribution has allowed to elaborate assignments, tasks and exercises for teachers of English for Specific Purposes.

## ELT materials development: tradition and innovation

*Chairs: E.A.Dolgina, Yu.I.Scherbinina*

<https://us02web.zoom.us/j/83337522886?pwd=QnIBck1geWdYdVpseFN5enBuUC9MUT09>

*Prof. Natasha Bakic-Miric, Faculty of Philosophy in Kosovska Mitrovica, Department of English*

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### **Bringing the intercultural approach into the ELT classroom**

This presentation will discuss an intercultural approach to teaching English, which aims to prepare students for interaction with people who come from different cultures. By showing authentic classroom examples, the findings will encourage teachers to implement this concept in teaching English at the post-secondary level, it will show what benefits the introduction of intercultural approach will bring into the classroom, and present practical ideas and resources for English teachers who wish to develop their students' intercultural competence.

*Alexey Konobeiev, PhD, Skyeng; Moscow State Pedagogical University; Titul Publishers*

[alexey\\_konobeiev@mail.ru](mailto:alexey_konobeiev@mail.ru)

### **Standards-based materials development for EFL online classroom**

We will explore ways of developing EFL materials for online courses so as to adhere to CEFR standards and learners' needs, and to create opportunities to design learner's journey at university level. Tools and materials to assure adherence to standards will be demonstrated based on Skyeng course development experience.

*Assoc. Prof. Svetlana Ulanova, MGIMO University*

[svetlana.ulanova@yahoo.com](mailto:svetlana.ulanova@yahoo.com)

### **Grammar proposes, man disposes: Statement questions in spoken English**

The article reports on a study that examined statements, or declarative clauses, used as questions. Statement questions used in a certain context, with appropriate intonation or/and body language function as yes/no-questions in conversation and are unequivocally a feature of spoken grammar. They are found in corpora, but are not widely codified in grammars of English. A close analysis of the data reveals the peculiarities of usage of statement questions and the mechanisms that underlie them. They are explained in terms of cognitive and functional approaches. Implications for ELT and further research are also discussed.

*Ekaterina Chistovskaya, PhD, Letovo School*

[ekaterina.cistovskaya@letovo.ru](mailto:ekaterina.cistovskaya@letovo.ru)

### **Approaches to designing tasks aimed at developing media and information literacy in the EFL classroom**

Media and information literacy (MIL) relates to accessing the media to be informed and inform others, evaluating and connecting a variety of sources, processing data and reporting results.



Contemporary course books incorporate units on media discourse, marketing, and fake news to meet the growing need for MIL development, but these skills can be practiced even if the topics are “traditional” like travelling, food or personality traits without devoting entire class periods to it. This presentation will focus on designing supplement tasks for developing linguistic competences along with MIL naturally and using a variety of authentic materials ranging from archived documents to hotel reviews.

*Elena Tsyvkunova, PhD, The Institute of International Relations, The National Research Nuclear University MEPhI*

[eltsyvkunova@rambler.ru](mailto:eltsyvkunova@rambler.ru)

### **Online extended simulations as a powerful learning tool in science diplomacy education**

I'd like to reflect upon my experience of incorporating the NPT Review Conference Model, an online extended simulation, into the educational process of the Institute of International Relations MEPhI. The Model constitutes a real-life multilateral negotiation exercise aimed at bringing together tradition and innovation, bridging the gap between academic theory and diplomatic practice as well as engaging participants in the interactive, authentic and self-driven acquisition of knowledge. The Model also proves to be a capacity-building exercise with a view to encouraging youth to be involved in the issues of non-proliferation, disarmament and nuclear test ban.

*Ms. Julia Blinova, freelance teacher*

[julblinova@gmail.com](mailto:julblinova@gmail.com)

### **Asynchronous speaking club: the hows and the whys**

In my talk I am going to share the results of the action research I conducted in July and August of 2020. I decided to set up a speaking club for both General and Business English students who I was working with 121. My goal was to create a space where they can practise speaking without being chained to a particular time or place and benefit from communication with like-minded individuals during the lockdown. So, I am inviting you to look at the framework of the club and decide how applicable it can be to your context.

*Ms. Anna Lebedinets, Moscow City University, The Institute of Pedagogy and Psychology of Education*

[yara108@yandex.ru](mailto:yara108@yandex.ru)

### **Developing second language oral ability through online performance**

*Prof. Olga Vishnyakova, Lomonosov Moscow State University*

[ol-vish@mail.ru](mailto:ol-vish@mail.ru)

### **Linguistic and cultural knowledge correlation in terms of teaching English as an international language**

Linguistic and cultural knowledge correlation deserves special attention in terms of teaching English as an international language, based on the thesis that language first and foremost belongs to those who use it, due to the fact that English is the means of international communication in

the global world. At the same time it should always be borne in mind that English is characterised by its own conceptual basis and language consciousness and is inseparably connected with the corresponding culture. Thus, the new conceptual approach based on linguistic and cultural knowledge correlation should be elaborated as referred to English teaching, with taking the learning context into special consideration.

## Media discourse

*Chairs: E.O. Mendzheritskaya, I.V.Svetovidova*

<https://zoom.us/j/91249072149?pwd=dktPeEU0SmVYNm1zbDJjUjY4M0pHUT09>

*Associate Prof. Elena Mendzheritskaya, Lomonosov Moscow State University*

*Associate Prof. Oksana Ksenzenko, Lomonosov Moscow State University*

[discourse@mail.ru](mailto:discourse@mail.ru), [kseniaksen@mail.ru](mailto:kseniaksen@mail.ru)

### The dialectics of teaching media discourse and its investigation

Communicative characteristics of media discourse have been in the focus of professional interest of a whole spectrum of specialists. This contribution aims to highlight modern approaches to media discourse analysis which are indissolubly connected with mass media language teaching. The paper considers various types of modern media materials and theoretical foundations of their study. Traditional media are treated in a situation of both cooperation and rivalry with the electronic media. The investigation has resulted in the textbook "Language and the Media" (Mendzheritskaya E.O., Ksenzenko O.A. and Skakunova V.A.), which methodology is also described in the presentation. The dialectical unity of media discourse investigation and implementation of its results into teaching practice contributes to the formation of cognitive-discourse paradigm in linguistics, as well as to linguodidactic development.

*Victoria Skakunova, PhD, Lomonosov Moscow State University*

[victoria.skakunova@yandex.ru](mailto:victoria.skakunova@yandex.ru)

### Integration of digital technologies into teaching media discourse courses

The presentation is devoted to the consideration of different aspects of integration of digital technologies and Internet-services into teaching Media discourse courses. In the report there will be described technological and didactic opportunities of Google.docs, padlet, mentimeter and how they could be effectively used in teaching practice. These technologies might be useful in presenting educational material, controlling knowledge and skills received, learning lexical items and getting feedback.

*Assoc. Prof. Ekaterina Bazhenova, Amur State University*

[bazhenova@list.ru](mailto:bazhenova@list.ru)

### Linguistic and extralinguistic parameters of the quality press

В условиях жизни в глобальном, предельно насыщенном информацией обществе человек должен обладать новыми компетенциями, позволяющими взаимодействовать с этой

средой. В частности, образование по направлению подготовки Лингвистика (профиль «Фундаментальная и прикладная лингвистика») предполагает формирование профессиональных компетенций, связанных с экспертно-аналитической деятельностью, и достижение данных результатов освоения программы может осуществляться с привлечением публикаций СМИ. Решение подобной прикладной задачи ставит перед проблемой теоретического осмысления критериев разграничения качественной и популярной прессы. Сложившиеся в отечественных и зарубежных исследованиях параметры подобной типологии опираются на экстралингвистические факторы (например, размер издания или подготовленность аудитории к восприятию «серьезного» материала) или языковые характеристики публикуемых текстов (жанровые особенности или специфика синтаксиса). Попытка рассмотреть проблему в комплексе и определяет задачу представляемого исследования.

*Prof. Tatyana Ma, Amur State University*

*Natalya Pinchukova, PhD, Amur State University*

[pinnat12@mail.ru](mailto:pinnat12@mail.ru), [tdovnar@mail.ru](mailto:tdovnar@mail.ru)

### **Precedent names “Cain” and “Abel” in American and British mass media discourse**

The purpose of this study is to identify and systematize the features of the functioning of the precedent names “Cain” and “Abel” in the texts of the American and British media. These precedent names are often used in mass media discourse, forming certain images among readers. As the analysis of the material has shown, the number of cases of appeal to them differs depending on the type of discourse. More frequent use of the precedent names “Cain” and “Abel” is typical for the American media than for the British ones. As a result of the study, their differential and attributive features were identified, as well as the particularity of the use of these precedent names in denotative and connotative meanings.

*Assoc. Prof. Elena Temnova, MGIMO University*

[elena.temnova@gmail.com](mailto:elena.temnova@gmail.com)

### **Global content consumption on clubhouse media platform**

Launched in March 2020, amid the lockdown due to the COVID-19 pandemic Clubhouse, the invite-only audio social media platform dwells upon the global agenda that shape the recipients' minds in a new mental paradigm of reimagining the future with a particular emphasis on a number of notions thus establishing a new type of discourse. Clubhouse as a new media platform has changed its initial paradigm to an ordinary social network gossip room where users just checking out each other's Instagram or Twitter account pursue the goals of rapidly building business connections, testing their ideas, honing their public speaking skills, etc.

*Irina Lebedeva, PhD, Lomonosov Moscow State University*

[lebedevamsu@yandex.ru](mailto:lebedevamsu@yandex.ru)

### **When Russian speakers of English go digital**

The present paper offers an in-depth examination of language practices and strategies that Russian speakers of English employ in digital communication presented by such social media as

Instagram. Drawing on the World Englishes (WE) paradigm, the study aims to illustrate how Instagram usernames, profiles, posts, stories and hashtags reflect the translingual practices of Russian users of English through relocalization of available sophisticated resources, including Russian, English, their scripts as well as varied linguistic and extralinguistic means, codes, and styles, that are highly characteristic of the Russian variety of English. The study also demonstrates how these practices reflect the linguacultural identity and Russianness of their users through Instagram Russian English (IRE).

**14.00–17.00**

## **SPECIAL INTEREST GROUPS**

### **Phonetics in ELT in global English context**

*Chairs: S.V.Decheva, T.O.Lebedeva*

<https://us02web.zoom.us/j/86234672544?pwd=OU9EWEVsbDE3cE5xQlZSHFtSXVGUT09>

*Prof. Irina Anashkina, Мордовский государственный национальный исследовательский университет*

[iraida952@gmail.com](mailto:iraida952@gmail.com)

### **Intonation as a linguistic code of culture**

The key thesis of the paper “intonation is a linguistic code of culture”, one of the most controversial subjects in contemporary academic debate, is discussed with regard to the following dimensions: (1) language and culture are interconnected on the basis of axiology, a science of values, (2) oral texts, e.g. pronounced or articulated, can be considered cultural values of the epoch due to their intonation, the speaker’s voice qualities and diction. In this article the author tries to prove that language and culture are interrelated not only through the lexical layer of the first, but via intonation, diction of the speaker and his or her voice qualities.

*Prof. Elena Freydina, Moscow Pedagogical State University (MPGU)*

*Assoc. Prof. Margarita Seiranyan, Moscow Pedagogical State University (MPGU)*

[freydina55@mail.ru](mailto:freydina55@mail.ru), [margo.seiranyan@yandex.ru](mailto:margo.seiranyan@yandex.ru)

### **Attitudes to pronunciation standards and pronunciation models in teacher education in Russia**

The change of the priorities in teaching pronunciation with regard to the global spread of English resulted in ELF taking the dominant position. Drawing on the findings made in the course of the study aimed at identifying the prevailing attitudes to EFL and ELF models in the Russian educational environment, the authors argue that such factors as the target of phonetic training and preferences of learners and teachers are highly relevant. A combination of the traditional EFL model and ELF awareness principle in teaching pronunciation may be viewed as a more balanced approach in the context of teacher education.

*Prof. Svetlana Decheva, Moscow State Lomonosov University*

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### **The art and science of public speaking in Global English space**

Public speaking techniques have always formed the groundwork of the University course of English phonetics, which is generally described as the rhetoric of intellectual communication. These days, however, the speaking skills of the rhetoricians are no longer what they used to be. Under the pressure of digital technologies, as well as modern English globalization processes, they seem to have changed drastically and need further elaboration with respect to the so-called Net Gen speech preferences and expectations. It is not information pure and simple, but strong emotional involvement, interest, inspiration and interaction that they are after in their communicative pursuits. This being the case, our understanding of rhetoric requires a much more in-depth study in terms of the latest neuroscientific and psychological research into the present-day mechanisms of public speaking. It enables us to see how narrative stimulates the activity of the brain and helps the speaker and the listener to accommodate on a personal and emotional level.

*Alexey Shikhantsov, PhD, Lomonosov Moscow State University*

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### **Fall like an angel: getting the falling tones right in target texts**

The presentation focuses on several techniques of eliciting proper falling tones when teaching English intonation with the help of target texts. The target text method has a long tradition, and it still shows its effectiveness when it is enhanced by creative material choice depending on students' interests. Mastering the falling tones is key when learning English intonation, and this particular aspect often causes problems for foreign learners. Some additional techniques can be suggested to improve the falling tones, based both on phonetic research and on the emotional context of the speech itself.

*Aleksyuk Maria, PhD, Lomonosov Moscow State University, Faculty of Law, Department of Foreign Languages*

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### **The pragmaphonostylistics of public speech in modern British prose**

The research focuses on the pragmaphonostylistic aspect of philological reading. At the centre of the present study are the rhythmical and prosodic peculiarities of public speech as portrayed in modern British prose. These have been highlighted through text analysis which relies on the principles of philological phonetics, phonostylistics, linguopoetics, linguostylistics, pragmaphonostylistics. The research is based on 'The Cockroach' by Ian McEwan. The research focuses on the pragmaphonostylistic aspect of philological reading. At the centre of the present study are the rhythmical and prosodic peculiarities of public speech as portrayed in modern British prose. These have been highlighted through text analysis which relies on the principles of philological phonetics, phonostylistics, linguopoetics, linguostylistics, pragmaphonostylistics. The research is based on 'The Cockroach' by Ian McEwan. The research focuses on the pragmaphonostylistic aspect of philological reading. At the centre of the present study are the rhythmical and prosodic peculiarities of public speech as portrayed in modern British prose. These have been highlighted through text analysis which relies on the principles of philological

phonetics, phonostylistics, linguopoetics, linguostylistics, pragmaphonostylistics. The research is based on 'The Cockroach' by Ian McEwan.

*Полина Александровна Безуглова, МГИМО (У) МИД России*

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### **Самоконтроль английского речевого темпо-ритма как основа понятного говорения**

Вопросу английского речевого темпо-ритма при обучении фонетически грамотному говорению в условиях глобализации стоит уделять основное внимание в аудитории, так как он пронизывает все уровни звучащего текста: позиционную долготу гласного, пропорции слогов, слоговую динамику, уровни словесного ударения, ритмическую группу, акцентно-слоговую структуру звучащей фразы, и т. д. Закреплять ритмический рисунок в англоязычном устном тексте можно в любом типе упражнений: от фонетической разминки до решения коммуникативных и прагматических задач на языке профессии. Умение контролировать английский ритм также способствует лучшему пониманию услышанного и развивает навык аудирования у самого оратора, что позволяет вести межкультурную официальную коммуникацию более успешно.

*Tatiana Lebedeva, PhD, Moscow State University*

[t.lebedeva1984@gmail.com](mailto:t.lebedeva1984@gmail.com)

### **Colour terms in gothic literature and their prosody**

Colour terms play a particularly important part in Gothic literature as its primary goal is to make as strong an impression on the reader as possible.

*Maria Prokhorova, PhD, Lomonosov Moscow State University (Faculty of Philology)*

[m.ur.prokhorova@gmail.com](mailto:m.ur.prokhorova@gmail.com)

### **The English Gospel idioms in language and speech**

Gospel idioms are an indispensable part of contemporary English. They are readily used by people in different spheres of life. They have different degrees of adaptability. Some of them prove to be extremely adaptable; they tend to be used outside their religious content. There are several factors that make for the popularity of gospel idioms: the frequent use of one and the same idiom in the Gospels; their use in the Book of Common Prayer; their special phonetic features (like alliteration, assonance, etc.) their traditional rhetorical qualities (like inversion). The language users tend to adapt gospel idioms for a variety of reasons.

*Ms. Olga Sapunova, Lomonosov Moscow State University*

[knyazhna-mery@yandex.ru](mailto:knyazhna-mery@yandex.ru)

### **Просодическая вариативность знаков вертикальной сегментации в произведениях английской художественной литературы**

Текст зарождается во внутренней речи автора, и «услышанную» просодию он отображает на письме посредством знаков препинания. В английском языке этот процесс усложняется

семантико-стилистической природой пунктуации – ее способностью к широкой стилистической вариативности. Наиболее сложный материал для пунктуирования и воспроизведения – художественная литература, содержащая множество оттенков значения. На материале интеллективной прозы были сформулированы рекомендации по воспроизведению пунктуации, которые оказались недостаточно эффективны в художественном дискурсе, где пунктуация выполняет семиотическую и метасемиотическую функции. Полифония знака изменяет его просодию: вариативность увеличивается пропорционально усилению стилистического значения. Так, целесообразно выделить просодический минимум – параметры, регулярно проявляющиеся на всех уровнях функционирования знака. Параметры, последовательно воспроизводимые в некоторых функциях, предлагается выделять как основные. Менее значимые параметры демонстрируются нерегулярно и непоследовательно.

*Ms Tamara Anikyan, Lomonosov Moscow State University*

[tutortamar@gmail.com](mailto:tutortamar@gmail.com)

### **The expressive potential of prosody in political discourse**

Since communication in political discourse is primarily aimed at manipulating the addressee, the language of politics is generally regarded as a tool of power. However, the use of prosody in political texts displays significant variability and depends on a wide range of various factors, including the context of the communicative situation, the speaker's individual background, and general discursive practice of the genre and type of rhetoric (epideictic, agonal, orientational) the text belongs to. Thus, the proper assessment of the expressive potential of prosody in political discourse requires a complex analysis of both linguistic and extralinguistic properties of a given speech.

### **Cognitive and corpus-based discourse studies in ELT**

*Chairs: O.V.Aleksandrova, N.B.Gvishiani, O.V.Stafeyeva*

<https://us02web.zoom.us/j/82015577659?pwd=UDV0MEV6aC9kYXdBdys1S1ZlZla2syUT09>

*Prof. Olga Abakumova, Orel State University named after I.S. Turgenev*

[abakumova-ob@mail.ru](mailto:abakumova-ob@mail.ru)

### **Evaluation in Russian and English proverbs of Truth**

Proverbs are the most complex signs of the language. Many scholars still doubt their language status and consider them to be texts, speech units. The third group of researchers define them as units of hybrid nature, combining language and textual characteristics. But the status does not influence their functioning as they have such specified generalized meaning that reveals itself fully only in the context. That is why talking of proverbs we should pay attention not only to its semantics but to its pragmatics as well, so it is topical to discuss reference in proverbs

*Ms. Ekaterina Grigoryeva, Ivanovo State University*

*Prof. Olga Karpova, Ivanovo State University*

[olga.m.karpova@mail.ru](mailto:olga.m.karpova@mail.ru), [grigoryeva.ekaterina@mail.ru](mailto:grigoryeva.ekaterina@mail.ru)

### **New Types of Dictionaries (on the material of the dictionary “Florence in the Works of World Famous People”)**

The given research is dedicated to a new type of a dictionary, an encyclopedic associative dictionary for guides and tourists “Florence in the Works of World Famous People”. The work has developed into a serious lexicographic database that contains more than 200 names of famous people (musicians, sculptors, painters, writers, scientists, etc.) who visited Florence and created their works in this magnificent city. The dictionary articles allow us to speak about different kinds of Florence: Italian, Russian, German, French, Croatian, American Florence. The given research is dedicated to the concept of Russian Florence on the example of several Russian figures. The given research is dedicated to a new type of a dictionary, an encyclopedic associative dictionary for guides and tourists “Florence in the Works of World Famous People”. The work has developed into a serious lexicographic database that contains more than 200 names of famous people (musicians, sculptors, painters, writers, scientists, etc.) who visited Florence and created their works in this magnificent city. The dictionary articles allow us to speak about different kinds of Florence: Italian, Russian, German, French, Croatian, American Florence. The given research is dedicated to the concept of Russian Florence on the example of several Russian figures. The given research is dedicated to a new type of a dictionary, an encyclopedic associative dictionary for guides and tourists “Florence in the Works of World Famous People”. The work has developed into a serious lexicographic database that contains more than 200 names of famous people (musicians, sculptors, painters, writers, scientists, etc.) who visited Florence and created their works in this magnificent city. The dictionary articles allow us to speak about different kinds of Florence: Italian, Russian, German, French, Croatian, American Florence. The given research is dedicated to the concept of Russian Florence on the example of several Russian figures.

*Ms. Yulia Karelskaya, Moscow Pedagogical State University*

[uglf@mail.ru](mailto:uglf@mail.ru)

### **Prototypical cognitive strategy for a US or UK treaty**

The presentation aims to describe the prototypical cognitive strategy used by signatories to international US or UK treaties. The most significant division of the cognitive strategies for concluding international agreements is the opposition of Accommodation and Collaboration. The classical approach to international relations in Ancient is based on generous assistance and the Pythagorean concept of friendship, equality and trust. However, the ideas of the peacekeeping role with the binding nature of an international treaty and friendship between the parties have undergone dramatic changes in the modern Anglo-Saxon culture. There is a shift from peaceful and universal Accommodation to practical and functional Collaboration.



*Assoc. Prof. Irina Ischenko, Amur State University*

[iirinagen@mail.ru](mailto:iirinagen@mail.ru)

### **Современные тенденции в английском словообразовании**

Высокие темпы развития и изменения всех сторон жизни человека и общества вызывают потребность в новых языковых единицах, которые образуются как на основе традиционно-продуктивных словообразовательных способов (деривация, словосложение, конверсия), так и при помощи получающих все большее распространение в языке так называемых компрессивных видов словообразования, которые приводят к образованию единиц с более краткой, сжатой формой. К компрессивным способам словообразования принято относить различные виды сокращения: усечение, инициальную аббревиацию, акронимию, контаминацию, многокомпонентное словосложение, т.е. те словообразовательные процессы, на основе которых образуются более емкие конденсированные языковые формы из соответствующих словосочетаний. Для выявления словообразовательных тенденций в современном английском языке был проведен анализ новообразований, отобранных из электронного словаря Cambridge Dictionary за 2020–2021 годы.

*Assoc. Prof. Anna Gabets, MGIMO University*

[annagabets@mail.ru](mailto:annagabets@mail.ru)

### **Interaction of Institutional Genres in Political Discourse**

The study examines aspects of cooperative interaction of various types of institutional discourses (educational, economic, ecological etc.) within the field of political discourse which subordinates other types of discourses and includes them into its discursive structure. Subordinated fragments serve as means of reaching the pragmatolinguistic aims of the utterance and fulfil the main objective of political genre, i.e. persuasion and calling for action. Thus new cognitive potential of all the discourses is derived leading to broadening of the conceptual sphere of communicators involved.

*Ms. Anna Baskakova, The Military University of the Ministry of Defense of the Russian Federation*

[anna-vlz@mail.ru](mailto:anna-vlz@mail.ru)

### **Russian phraseological units as a subject of studying in an English speaking audience**

The comparative analysis through studying of Russian phraseological units at the classes of Russian as foreign language with an English speaking audience is demonstrated. The similarities and differences in semantic field of phraseological units are found. The role of using phraseological units is being explained. During an analysis of Russian phraseological units, it is being observed that in definite situations with similar meanings can be expressed by different lexis typical for the concrete case. Studying such a topic promotes the dialogue of cultures, which, by itself, brings the researches a desire for the next studying.

*Assoc. Prof. Victoria Malakhova, Moscow State Institute of International Relations (MGIMO-University)*

[v.l.malakhova@inno.mgimo.ru](mailto:v.l.malakhova@inno.mgimo.ru)

### **The role of functional relations in discourse systemity**

The article describes the specificity of discourse semantic space formation with the usage of the basic principles of linguosynergetics. The objective of the article is to study discourse functional relations and order parameters as one of the necessary conditions for self-organization of discourse semantic space and for its systemity. The author specifies the concept of discourse, its main features and properties. The role of the synergistic interaction of all discursive elements in the formation of order parameters and discourse functional plan is also analyzed. The author comes to the conclusion that order parameters determine discourse functional links formation, regulate the semantic development of discourse system and account for its stable functioning.

*Assoc. Prof. Svetlana Tishchenko, Pyatigorsk State University*

[tishchenko@pgu.ru](mailto:tishchenko@pgu.ru)

### **Cognitive linguistics in translation: getting at the meaning of the English way construction**

The major goal of the presentation is to provide sufficient evidence that explication of the conceptual basis of the English way construction can be used as an effective technology in teaching translation theory and practice. Due to the experiment carried out in class it has been found out that the knowledge of integral and variable conceptual parameters of the way construction significantly enhances students' ability to navigate their way through its semantic diversity. It has also been proved that those students who are aware of the cognitive patterns underlying way construction semantic representations manage to interpret them correctly in the source language (English) and adequately render their meaning in the target language (Russian).

### **ELT materials development: tradition and innovation**

*Chairs: E.A.Dolgina, Yu.I.Scherbinina*

<https://us02web.zoom.us/j/83337522886?pwd=QnIBck1qeWdYdVpseFN5enBuUC9MUT09>

*Assoc. Prof. Inna Solovyova, Higher School of Economics*

*Екатерина Ясько, Институт государственной службы РАНХиГС*

[isolovyova@hse.ru](mailto:isolovyova@hse.ru), [e.s.yasko@gmail.com](mailto:e.s.yasko@gmail.com)

### **Teaching standard English: fifty shades of grammar**

EFL teaching by non-natives has statistically become more common with globalization and English gaining the status of 'lingua franca', which brings up the issue of 'standard English' to be taught. What are the sources of the norm? What is the role of the teacher in translating the idea of 'correct English' to their students? What sources of the norm are available? Here are the issues to be tackled in the research.

*Assoc. Prof. Elena Korotkova, Far Eastern Federal University, Oriental Institute-School of Regional and International Studies, Academic Department of English*

[korotkova-e2010@yandex.ru](mailto:korotkova-e2010@yandex.ru)

### **Developing viewing comprehension strategies in the experimental textbook for university students**

The current research outlines the concept of building an experimental ESP textbook made up of basic topics of International Relations (IR) studies in accordance with the syllabus to teach YouTube based video consumption to B2-C1 level university students majoring in IR studies during 2018-2021. The research emphasizes the correlation between the key viewing comprehension strategies, VC skills and activities developing them at the pre-viewing, while-viewing and after-viewing stages of presenting video fragments. Statistical data are submitted to prove the raised VC levels in students and efficiency of the pilot ESP textbook integrating both traditional and innovative approaches.

*Assoc. Prof. Tatiana Ustinova, Lomonosov Moscow State University, Faculty of Foreign Languages and Area Studies*

[utanja@mail.ru](mailto:utanja@mail.ru)

### **The plurilingual perspective in language teaching: Revisiting the role of translation**

The talk is dedicated to discussing the role of translation in language teaching and learning. Currently, translation is viewed as one of the translanguaging practices being integrated in education and as a tool for teaching cross-language mediation. The talk focuses on the problems of using translation for (1) enhancing the learner's linguistic reflexivity and (2) developing the learner's ability to mediate texts, concepts, and communication.

*Zhivka Ilieva, PhD, Dobrich College, Shumen University*

[zh.ilieva.bg@gmail.com](mailto:zh.ilieva.bg@gmail.com)

### **Materials development for young learners. Student teachers' participation.**

The presentation pays attention to the nowadays need to teach and study in e-environment. Student teachers are users of this service and after their graduation, they will be providers of it. So they gain skills and knowledge; they have to learn how to choose materials and then to be able to create them. Some principles of materials development for young learners are discussed. The materials presented consist of a collection of 13 stories produced by the student teachers and their trainers, e-books for children, stories published as a part of an article.

*Anna A. Danilova, PhD, Lomonosov Moscow State University*

[anndanilova@gmail.com](mailto:anndanilova@gmail.com)

### **Involving parents in the English teaching process**

Involving parents in the ELT process: teaching English is a process that requires constant practice. Having a scheduled class twice a week imposes obvious limits on the speed and efficiency of learning a language. However when parents take part in the process and introduce a foreign language step by step through games since early childhood, they can create the necessary

background, automate the essential skills and create a language friendly environment for their child. Involving parents in the ELT process: teaching English is a process that requires constant practice. Having a scheduled class twice a week imposes obvious limits on the speed and efficiency of learning a language. However when parents take part in the process and introduce a foreign language step by step through games since early childhood, they can create the necessary background, automate the essential skills and create a language friendly environment for their child. Involving parents in the ELT process: teaching English is a process that requires constant practice. Having a scheduled class twice a week imposes obvious limits on the speed and efficiency of learning a language. However when parents take part in the process and introduce a foreign language step by step through games since early childhood, they can create the necessary background, automate the essential skills and create a language friendly environment for their child.

*Natalia Stepanova, PhD, The State University of Humanities and Social Studies*

[stepanovany@yandex.ru](mailto:stepanovany@yandex.ru)

### **The Flipped Classroom as a Way to Create a Learner-Centered Environment**

In recent years, the focus in ELT has shifted from the teacher-centered to the learner-centered classroom. One of the strategies, which is intentionally student-centered, is ‘the flipped classroom’. In flipped teaching students first study the topic by themselves, especially online, and then have discussions in class, with team-based or project-based learning often involved. Flipped classrooms are truly student-centered learning environments that empower active learning strategies. The involvement of the students in the interactive collaboration in class combined with the increasing amount of freedom to build their own educational strategy develops learner autonomy, which is the goal of the learner-centered approach.

*Ms. Elena Vinogradova, Russian Gubkin State University of Oil and Gas*

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### **The most important criteria for the development of learning materials in a ‘soft’ CLIL model**

Learning materials development is certain to be an essential part of any teaching method implementation. In alignment with a competence-based approach to higher education, and teaching a foreign language in particular, a ‘soft’ language-led model of CLIL technology can provide teachers with an opportunity to involve acquiring subject-specific knowledge, promoting students’ cognitive engagement, communication skills and language enhancement, with increasing cultural awareness through correctly prepared learning materials. On consideration of the ‘soft’ CLIL technology practitioners’ experience the most important criteria for the development of learning materials in a language-led CLIL context have been identified and explained.

*Виктория Милякова, Московский государственный областной университет*

[vika.milyakova@list.ru](mailto:vika.milyakova@list.ru)

### **Обучение персуазивным тактикам на уроках английского языка**

Статья посвящена специфике отбора языкового материала для обучения персуазивным стратегиям на уроках английского языка. В работе приводятся примеры лексических единиц,

реплик-клише, грамматических структур для передачи аргументативных, эмотивных и оценочных тактик персуазивной речи, которым следует уделять внимание на уроках при изучении языка.

## Teaching and researching Business English: approaches, principles, methods, techniques

*Chairs: T.B.Nazarova, E.A.Ivanova*

<https://us02web.zoom.us/j/86150793421?pwd=dXJsalRZMHCzYVY1c2RucE1oVHpZdz09>

*Доц. Фатима Мирзоева, Дипломатическая Академия МИД России*

[fatima\\_kalaeva@mail.ru](mailto:fatima_kalaeva@mail.ru)

### Potential of business presentations

Доклад посвящен вопросам пользования бизнес презентаций для обучения студентов организации различных типов выступлений на английском языке.

*Ms. Maria Avilova, MGIMO University (Moscow State Institute of International Relations)*

[maria\\_king@mail.ru](mailto:maria_king@mail.ru)

### Using 'Business Result' textbook for developing business communication skills in English

Nowadays, employers all over the world attach particular importance to the skill of business communication. The latter can be successfully developed and trained with the help of the textbook 'Business Result' (Oxford University Press) aimed at various levels of English and composed of a variety of Business English related materials. This textbook can ensure efficient learning outcomes, equipping learners with all necessary expertise and knowledge one requires to operate successfully in business environment. Teachers can also benefit while using this textbook as they get an opportunity to create learning environment similar to that learners will face when they start working.

*Ms. Svetlana Petrovskaya, PRUE*

[svetlana385@yandex.ru](mailto:svetlana385@yandex.ru)

### Revisiting learner engagement in a socially distanced English class

COVID lockdown and transfer to distance learning mode in tertiary education refocused the issue of learner engagement. Quick revision and readjustment of English language learning materials in order to meet the online challenge inevitably posed the question how to encourage students' meaningful interaction during and between university classes while they are isolated in their homes. Basing on the research findings and empirical studies the presenter will share the recent experience of using case methodology in teaching undergraduates and postgraduate students in an economic university.

*Ms. Gabarta Ekaterina, MGIMO University*

[ekaterina\\_gabarta@mail.ru](mailto:ekaterina_gabarta@mail.ru)

### **Teaching Business English to the students of public relations: Evaluation**

The talk will be dedicated to teaching business English to the students of Public Relations. I'll tell how we develop written skills and expand business vocabulary, speaking and listening skills during the first year. Also, how we help the students to learn about the profession from the most modern sources, inspire them to analyse large texts, and express their opinions. Also, as a person with several years of business experience in Russia and the UK, I have made a list of Russian speakers' mistakes (articles, punctuation, writing and e-mail; etc) which I intend to present.

*Larisa Kerova, PhD, Donetsk National University, online school Skyeng*

[larisa.kerova89@gmail.com](mailto:larisa.kerova89@gmail.com)

### **Problem-based learning approach in Business English**

The talk will cast light upon the process of how business experience and cases of modern companies are turned into learning materials and case studies for Business English students. The whole cycle of materials development will be described, and methods of recycling vocabulary and backward design will be delved upon. Apart from this, all the above-mentioned points will be supported by the examples from New Business English Course at Skyeng, and the statistics which prove its efficiency will be provided.

*Ms. Ekaterina Petrova, Lyceum 8*

[europeanclub1504@gmail.com](mailto:europeanclub1504@gmail.com)

### **Teaching Business English via real-life situations and modelled cases**

Business English takes a very important part of a modern language education. It concludes different real-life situations that can be useful not only for business workers but for everyone who speaks English, travels a lot or communicates with foreigners. Teaching Business English via real-life situations and cases is the question I would speak about.

*Ms. Violetta Petrova, Saint-Petersburg branch of the Financial university under the Government of the Russian Federation*

[violettap1@mail.ru](mailto:violettap1@mail.ru)

### **Needs assessment and material development for Business English students**

The presentation aims to describe one of the tools of increasing students' motivation to learn a foreign language - needs assessment for material development for Business English students. The author identifies two major target audiences learning Business English - corporate students and university students, describes their main features, interests and needs that have to be taken into consideration when developing teaching materials for them. The author suggests ways of meeting the needs of corporate students and ways of taking into account future professional interests of university / college students which can be done in cooperation with faculty teaching major-related subjects.

*Татьяна Бычкова, к.ф.н., Российский государственный гуманитарный университет*  
[tatuana-3V@yandex.ru](mailto:tatuana-3V@yandex.ru)

### **Аббревиатурная номинация в бизнес дискурсе: на примере английского языка**

Аббревиация – продуктивный способ словообразования. Языковой знак как материальное выражение слова, вещи передает смысл и выражает его словами. Изучение аббревиации – путь к исследованию особенностей мышления современного человека. В последнее время исследования актуальных языковых явлений способствуют изучению человека с точки зрения его ментальной деятельности. Язык является средством познания человека: как экстралингвистические изменения отражаются в языковой деятельности социума. Тенденция к упрощению языкового выражения при сохранении информативности коммуникации укрепляется наряду с наблюдаемыми в обществе очевидными переменам: ростом популярности спортивной одежды и моды на «унисекс», изменением социальных и семейных отношений и др. Действие закона экономии речевых усилий наглядно проявляется в языке бизнес коммуникации.

*Prof. Tamara Nazarova, Lomonosov Moscow State University*  
[tamara\\_nazarova@mail.ru](mailto:tamara_nazarova@mail.ru)

### **Translation for business purposes: from the underlying theory to the optimal set of classroom activities**

## **Technology assisted linguistic research and instruction**

*Chairs: M.E.Konurbayev, E.A.Andreyeva*

<https://us06web.zoom.us/j/89390445212?pwd=MjFkcW5BQ2JDd0xpQIRhWXF3UzROUT09>

*Prof. Ferit Kılıçkaya, Burdur Mehmet Akif Ersoy University, Turkey*  
[ferit.kilickaya@gmail.com](mailto:ferit.kilickaya@gmail.com)

### **Using Symbaloo as a learning path for recycling activities outside the classroom: Preservice language teachers' experience**

This presentation investigates pre-service language teachers' experience using Symbaloo as a learning path for preparing online recycling activities. The participants included 30 pre-service language teachers enrolled at an online elective course 'Materials design in teaching English. The participants working in groups of three or four used Symbaloo Learning Path to create online activities. The participants were asked to share their views on the use of Symbaloo via a Google Form. The responses indicated that they found Symbaloo helpful as a learning path due to several reasons such as creating online gaming-style activities and integrating exercises and activities from other websites.

*Mr. Andrey Kuznetsov, Pushkin State Russian Language Institute*

[aakuznetsov@pushkin.institute](mailto:aakuznetsov@pushkin.institute)

### **Prospects for modernization of the EES "Cross-platform project" format in the context of blended and distant learning**

The report is devoted to the consideration of existing distance learning systems and prospects for further development of technologies taking into account the requirements of the time, modernization of the EES "Cross-platform project" format in order to expand its use in the field of education and particularly English Language Teaching. The relevance of this study is emphasized by the increasing need and importance of distance education in the modern world in connection with the pandemic.

*Prof. Lyudmila Chikileva, Financial University under the Government of the Russian Federation*

[lchikileva@fa.ru](mailto:lchikileva@fa.ru)

### **Technology assisted language instruction: Importance of pedagogical management tools**

There are many changes in the traditional language instruction, in the forms of pedagogical management. Electronic technologies provide good opportunities for creating a personal learning environment, give learners good chances to choose language content based on their professional interests. The main task of the teacher is to help students in the selection of content for autonomous study, to monitor the process of technology-enhanced learning. Teachers have become tutors, they collaborate with language learners outside the classroom using various tools of pedagogical management. Selecting relevant tools for pedagogical management contributes to the increase of students' motivation, their interest in language learning.

*Ms. Assiya Sulkarnayeva, Natalya Sulyatetskaya, Kazakhstan Branch of Lomonosov Moscow State University*

### **English language sector: Past, present, future**

Presenting English Language Sector as a part of Department of Philology, Kazakhstan Branch of Lomonosov Moscow State University authors discuss its foundation and history, teacher staff memoirs, cooperation with Moscow State University faculties and departments, various aspects of work, events and outstanding graduates. In 2001 in order to provide full and high-quality English language teaching for the Branch students, a methodological section of English language teachers was founded as future English Language Sector. In 2002 Philology specialty was enacted, and later – in 2007 – Department of Philology was founded on the basis of the current specialty. Thus, the methodological association of English teachers became an integral part of Department of Philology. On October 10, 2012, according to the Decree No. 172-I /S 'Department of Philology Foundation'; English Language Sector was officially confirmed as a structural component of Department of Philology. English Language Sector provides teaching theoretical and practical modules for BA and MA levels. The most important areas are high-quality educational process, research, methodological and vocational guidance activities. Currently, English Language Sector is a professional, creative team that has great potential and actively implements it. The team works at modern teaching methods within online and offline education, corresponding to educational and professional aims for full implementation of research, educational and methodological activities.



*Ms. Alexandra Orlova, State University of Humanities and Social Studies*

[aleksandra-orlova-95@mail.ru](mailto:aleksandra-orlova-95@mail.ru)

### **Teach the vocabulary of the English language on the material of fashion blogs**

The purpose of this study is to study the lexical features of English-language fashion blogs. The research material is English-language fashion blogs. The descriptive method is used (the definition of the concept "semantic field" is given), methods of analysis and synthesis (the structure of semantic fields on the topic "Fashion", types of the creative nature of the language, methods of word formation in the English language are analyzed). As a result of the research, the semantic fields related to fashion are considered, the methods of word formation of new lexical units are considered, and a block of exercises for fixing vocabulary on the topic "Fashion", developed on the websites <https://quizlet.com/> and <https://socrative.com>. The practical significance of the work is manifested in the possibility of applying the obtained research results and conclusions within the framework of stylistics, communication studies, discourse analysis and other disciplines that have similar research objects.

*Ms. Anastasia Shmaraeva, Lomonosov Moscow State University*

[shmaraeva@gmail.com](mailto:shmaraeva@gmail.com)

### **The didactic potential of digital concept mapping tools to enhance the teaching-learning process in higher education**

Admittedly, cognitive visualization facilitates the development and improvement of students' critical thinking, which is considered a vital life competency. Modern higher education students are believed to belong to Generation Z who perceive visual content better. Hence, the application of the method of cognitive visualization, in particular the concept mapping, is one of the ways to increase the efficiency of the learning process. This method is used to introduce ideas, structure materials, measure students' understanding as well as to assess their academic performance. The aim of the paper is to analyze the didactic potential of digital concept mapping tools.

*Ms. Yana Kvantaliani, Online school of foreign languages FIRST*

[starniya@mail.ru](mailto:starniya@mail.ru)

### **Implementation of the introduction of the use of the tablets' usage as one of the components of information and communication technologies in teaching a foreign language**

This report is aimed to present the advantages of electronic tablets' usage to assist linguistic research and instructions. Also, to show effectiveness of this usage for creating and increasing motivation for learning a foreign language, improving conversational skills, replenishing vocabulary in the framework of the foreign language lesson, developing cognitive activity of students, developing socio-cultural and intercultural competence.

## Literature in the EFL classroom

*Chairs: L.V.Boldyreva, A.V.Rudakova*

<https://us02web.zoom.us/j/4430980417?pwd=NSStNeFhReGxGbmpWdkV6T2Q4aXNudz09>

*Prof. Ekaterina Dolgina, Svetlana Makarova, Lomonosov Moscow State University*

[eadolgina@mail.ru](mailto:eadolgina@mail.ru)

### **Indirect anaphoric reference in English fiction (based on the novels of D.Lodge, J.K.Rowling and J.Barnes)**

The presentation focuses on indirect anaphoric reference in English, i.e. a specific linguistic phenomenon of that involves different lexical-grammatical means to express anaphor and antecedent and therefore is a challenge for foreign readers in terms of text cohesion. The study carried out on the syntactic, semantic and pragmatic levels aims at examining anaphoric relations represented in contemporary English prose, namely in the novels of D. Lodge, J.K. Rowling and J. Barnes. The analysis has shown that the use of indirect anaphoric reference is one of the means that contributes to the individual style of an author.

*Natalia Kopytko, PhD, Minsk State Linguistic University*

[natalia-kopytko@tut.by](mailto:natalia-kopytko@tut.by)

### **Teaching literature to advanced students of English**

The presentation focuses on the ways to effectively organize the discussion of Sebastian Faulks' novel "A Week in December" with the fifth-year students and to suggest challenging tasks giving them food for thought, space for creativity and research – the factors that, in their turn, contribute much to the intensive development of their reading skills and critical thinking.

*Assoc. Prof. Olga Spachil, Kuban State University*

[spachil.olga0@gmail.com](mailto:spachil.olga0@gmail.com)

### **E.Hemingway "In Another Country": close reading steps**

The shortness of Hemingway's stories and the richness of submerged meaning justifies the use of his short stories in classroom situations. We have chosen "In Another Country" by Earnest Hemingway to illustrate two most important steps of close reading. As the first step of close reading procedure the students should read the story at home at least twice and look up all the unknown words in both translation and explanatory dictionaries. As the second stage the students are asked to concretize their understanding of the text. Students have to ask questions (written in advance) on the story and answer them. To prove any point, one has to turn to the exact wording of the text and give definite answers. The presentation illustrates the suggested method with focus on the composition of the story, strong position. The readers discover that the form of the story is meaningful. As a result students get deep understanding of the story, they discover its veiled meaning, its message.

*Ms. Anastasia Rybachok, Lomonosov Moscow State University*

[anastrog@yandex.ru](mailto:anastrog@yandex.ru)

**Linguostylistic means of expressing character's perspective in cinematographic literature (on G.Greene's "The End of the Affair")**

The role of linguistic means (lexical, morphological, syntactic, stylistic), as well as compositional means can hardly be underestimated in literary cinematography. Expressional means used in such literature rely on the main characteristic features of cinematography: photographic realism, audiovisuality and dynamism. Visual, audial, gustatory, tactile, olfactory details, which are absent in cinema, allow the author to create the dynamic point of view. Still, as two art forms employ different signs (cinema mainly uses icons, while literature – symbols), it is necessary to adapt cinematic means and use them in literature in the most efficient way.

*Ms. Olga Altukhova, Lomonosov Moscow State University*

[olga.altukhova@gmail.com](mailto:olga.altukhova@gmail.com)

**Get down, Ada, it's a poet': Using authentic non-instructional materials in English for Information Technology**

The paper is based on the author's experience at the Faculty of Computational Mathematics and Cybernetics. It considers the possibilities for using authentic non-instructional materials in the IT classroom, such as comics and science fiction. A variety of materials have been used over the course of several years with learners at A1 to C1 CEFR levels. While comics have appeared useful for beginner to pre-intermediate students, upper-intermediate / advanced learners seem to have benefited from activities based on short stories and novels. Various interaction patterns can be used, as well as tasks ranging from gap fill to story writing.

**Friday, September 24**

**10.00–14.00**

**PLENARIES**

<https://zoom.us/j/91759627243?pwd=cINITkFQN0FGUE9PUJJaWlZcTFjUT09>

Prof. Yekaterina Ye. Golubkova (Moscow State Linguistic University)

*Corpus-based treatment of X IS THE CINDERELLA OF Y construction in English (with cognitive bias)*

Prof. Irina V. Zyкова (Institute of Linguistics, Russian Academy of Sciences)

*Лингвистическая vs. полимодальная креативность в конструировании поэтики кинодискурса: теория и метод*

Prof. Marina A. Kulinich (Samara State University of Social Sciences and Education)

*English Literature outside of EFL classroom: the past and the present*

Prof. Terry Lamb (University of Westminster), Vice President and former President and Secretary General of FIPLV (Fédération Internationale des Professeurs de Langues Vivantes)

*Autonomy in language education: The development of a field of research and practice*

Polina Kordik (Polina Kordik School of English, Saint-Petersburg, Russia)

*Is it possible to reach native proficiency in a foreign language? Ultimate attainment of an L2 in adulthood*

Assoc. Prof. Ekaterina Mikhailovskaya (Lomonosov Moscow State University)

*Multimodal literacy as a linguistic competency*

**THE CLOSING OF THE CONFERENCE**