TO THE QUESTION OF TEACHING CHINESE STUDENTS ENGLISH DIALOGUE SPEECH (BEGINNER LEVEL)

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Abstract

Teaching English to Chinese students in conditions of Russian high school is very interesting but at the same time different from teaching English to Russian students, which is determined by different educational systems in Russia and China, different culture, perception of these students and different language systems: Chinese, their native language and English, the language taught to them. These peculiarities account for difficulties in teaching Chinese students, especially, beginners, to speak and conduct dialogues.

The article highlights the problem of teaching dialogue skills to Chinese beginner level students and includes learning dialogue speech exercises.

Key words: Oral speech, dialogue speech, English, Chinese students, communicative competence.

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The Aila Linguistic Congress of 2014: a View From Russia

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Abstract

The modern globalized community of applied linguists is a very dynamic and interactive environment. Internationalization of research and the "importance of importing ideas" are becoming more evident. There are quite a number of acknowledged world forums of applied linguistics today, AILA congresses being the outstanding number one among them. This article offers a short account of the 17th World Congress of the International Association of Applied Linguistics that was held in Brisbane (Australia) on 10–15 August 2014. The article is a result of personal impressions and

analysis of the congress materials. Some novel concepts, approaches, and themes of research are commented on. The article may be of interest for Russian researchers as a glimpse of the scholarly mainstream in the field of applied linguistics.

Key words: applied linguistics, international linguistic conferences, world Englishes, English as a lingua franca, language learning autonomy, linguistic landscape, CLIL.

In August 2014 AILA was marking its 50th anniversary. The 2014 congress featured the theme "One World — Many Languages".

The 17 Congress of AILA was a noteworthy event for several reasons.

— It was a large scale event gathering 1600 participants from 80 countries.
— The programme, led by the distinguished keynote speakers, was of an exceptionally high academic quality. The keynote speakers, among others, were Andy Kirkpatrick, the President of the Applied linguistics Association of Australia, the American sociolinguist Claire Kramsch, professor Elana Shohamy (Tel Aviv University) and others.
— The programme was an extremely diverse range of presentation types including ReN colloquia. ReNs (research networks) have become one of the attractions of AILA congresses, as they form a backbone to all the initiatives and opportunities for cooperation and networking. ReN is an international team of at least 5 members from 3 countries or more, developing the research theme suggested by the ReN convenor for three years and reporting on the results at the next AILA congress. An important aspect of AILA's ReNs is the fact that they can be funded by a grant.

The congress revealed some novel concepts and dominant themes of research. Some of them are summarized below.

Concepts

The concepts that received special attention included the following notions, fraught with a great research potential,

— Linguistic normativity and ELF (English as a lingua franca)
— CLIL (Content and language integrated learning)
— Foreign language learner's autonomy
— MALL (Mobile assisted language learning)
— Linguistic landscape
— Multilingualism and plurilingualism
— Folk linguistics etc.

Focuses of research

Alongside with traditional strands, such as Second Language Acquisition, Language Evaluation, Intercultural Communication and such like, there were arrays of less traditional for us research works rubricated as 'Interdisciplin-

arity', 'Language ideology', 'English as a lingua franca' and 'World Englishes', 'Educational tourism and language learning' and many more.

ELF is regarded today as an alternative format to teaching ENL (English as a native language). The change of this methodological paradigm has far reaching implications. It means teaching a simplified learnable, non-native and not-English-culture-rooted variety of English. Moreover, 'native-speakerism' is regarded as a form of prejudice in language teaching and a form of ELT employment discrimination [Houghton, 2014]. ELF must be assessed not from the viewpoint of a native speaker's ideas of correctness, but from the standards of mature non-native English users. The attitude to errors is changed to more tolerant and depends on the degree of understandability of discourse. ELF has a lot of adherents in the world and may be justified as an objective and a methodological platform in some educational settings (e.g. training policemen, nurses, sales and hotel staff, international top managers etc.), but it seems hardly useful for teaching EFL to teachers, philologists, diplomats, journalists and other English culture-related professionals.

World Englishes took up an important share of scholarly contributions as well. English as a global means of communication has ceased to serve only native speakers and has gained two additional statuses (English as a second language in the commonwealth countries and English as a foreign language in the rest of the world) (B. Kachru). A lot of studies of ESL and EFL concerned linguistic and cultural mutual effects and interaction. Such phenomena as Chinglish (Chinese English) and Russian English were highlighted in particular. The framework for the Russian paper was Russian error analysis in English. Russian-like English was regarded at different levels, from pronunciation to syntactic structures.

Alongside with English crossing the borders of its native country, the English language studies have long since gone beyond the limits of one discipline.

Interdisciplinary studies are a modern fruitful research area. They are perceived as a process of interaction of language teaching with subjects other than language. Drawing upon anthropological linguistics, social psychology, ecology, and postmodern approaches, interdisciplinary researchers gave their recommendations for language teaching and learning. Interdisciplinarity results in educational policies, producing interdisciplinary language-plus courses, so-called double events, joint publications by language and non-language specialists etc. [Malinowski, Kramsch, 2014].

An increasingly common model for foreign language teaching in Europe is becoming **CLIL**. A special symposium was devoted to CLIL, revealing relationships between language development and cognitive development. The main purpose of CLIL is to support the learning of content (e.g. physics, tourism business, psychology etc.) and a foreign language through this language using. The core of CLIL teaching is language, however, there

were voices in favour of shifting emphasis from language toward subject content [Skinnari, 2014].

Another model discussed was **language learning autonomy**. Modern foreign scholars view it as both learner's and teacher's autonomy, which can be implemented by means of several tools, such as a portfolio programme or a redesigned university course, allowing students to negotiate their roles in preparing their own creative materials. Learner's autonomy is perceived by foreign researchers as a complex of methodological settings to ensure educational efficacy. This complex implies a/ learner-centered teaching, including autonomous language learning guides and follow-ups in class b/ organizing self-study, developing an individual plan c/ flipping d/ self-access resources in a learning centre and advising via available facilitators e/ a portfolio. Learner's autonomy works only in case these measures are translated into common practice.

It was claimed by researchers that the crucial role in promoting learner's autonomy is played by self-assessment. The effect of it is enhanced by modern learning-management systems and interactive web-based resources.

One of the actively developed themes was "**Mobile assisted language learning"** investigating the impact of MALL on classroom strategies, learner outcomes and teacher development needs. It was emphasized that the quality of tasks is crucial to students learning on mobile devices [Zou, 2014]. Effective mobile learning involves special skills in addition to the skills of using a mobile phone. That is why learners need training for MALL, just as teachers have to develop special competences.

In the context of growing professional mobility **language teachers development** has become one of the concerns of applied linguists. Considerable attention was paid to research on scholarly writing and publishing. Against the backdrop of growing pressure for the use of English in academic publishing, a special colloquium was devoted to the theme. It featured explorations and critiques of peer reviewing, writing practices, and textual and computer-based pedagogies about writing for publication [Paltridge, 2014].

As a result of globalization, English expands not only in quantity, but in quality too, assuming new roles. The conference revealed a strong trend for **business and professional communication study and integrating English into the workplace**. It highlighted such topics as 'English oral competence and employment', 'The art of impression management through English at employment', 'The role of English in branding and mobility' and others.

Further diversification of modern roles of English led to a role of shaping the social environment, which is studied by '**linguistic landscape'**. LL is an emerging and dynamic field of research of the past decade focusing on the use of languages in public spaces, i.e. in signs, billboards, labels, tattoos, graffiti etc. It draws on M. Bakhtin's legacy, especially his notion of chronotopos [Busch, 2014]. Being a cross-disciplinary subject LL stud-

ies and interprets multi-modal sources of writing and images in urban public contexts, and contributes to understanding of the language policy in a community. LL research yields innovative findings about multilingualism, identity, language learning and language policy. LL can become a pedagogical tool for promoting sociopragmatic awareness and symbolic competence [Williams, Abraham, 2014]. This concept is closely interwoven with multilingualism.

Multilingualism and plurilingualism are regarded as complementary sides of the sociolinguistic phenomenon, multilingualism being social (the use of several languages in the community) and plurilingualism being individual (ability to speak several languages and to switch from code to code).

Finally, there are changes in the **reasons for foreign language learning**. Traditionally neutral proficiency-oriented language learning is being challenged by novel views of the purposes of language learning not only as a vehicle for socioeconomic mobility, but also as leisure and pleasure opportunity, involving such dimensions as pleasant pastime and hobby-sharing, socializing with native speakers, and even as a tribute to vogue, just because 'it is cool' [Thomson, 2014].

Conclusions

The 17th AILA Congress showed that the applied linguistics scholarly community readily responds to the challenges of nowadays from educational and social perspectives. "Humanization" of language studies is made evident by the following trends.

1. Researchers apply an interdisciplinary approach and target at meaningful findings to benefit business and professionals (politicians, educators, specialists in health care, tourism, finance etc.).
2. Modern research in applied linguistics is facing acute issues like coexistence of several languages, their unequal statuses and difference in functioning, which can be regulated by language policies.
3. Drastic changes are being observed not only in the functions of language use, but also in the purposes of language learning. Today foreign languages are more often than not learned and applied as a means of mastering other fields of human activity.

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Искусствоведческие и музыковедческие тексты: проблемы перевода

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Аннотация
При сравнении искусствоведческих и музыковедческих текстов можно заметить их явное сходство: оба производят впечатление научного, в данных текстах наблюдается определенное завышение стиля, на уровне лексики и синтаксиса встречается множество средств экспрессивной речи, использование которых полностью зависит от авторского выбора. Эмоциональная и эстетическая информация не блокирует объективность подачи когнитивной — и именно это сочетание наукообразно выраженной "точной" информации с экспрессией художественного текста и составляет особенность искусствоведческого и музыковедческого текстов. Основные переводческие проблемы появляются при переводе образных клише и искусство-