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USING LINGUISTIC STUDIES IN THE ENGLISH CLASSROOM

Abstract: The paper is devoted to research of Russian-English lexical lacunae within the framework of military research group. Nominative unrepresentativeness of the thematic groups of Russian-English verbal and Russian-English substantive lacunae relating to the military sphere is given. The research methods used are the continuous sampling method, the quantitative analysis method and comparative analysis. The article shows that at this age of increased intercultural communication lacunae is a promising field of study. The results of the research of Russian-English verbal and substantive lacunae are of particular importance to linguistics as well as intercultural communication. Learners must be taught to understand «alien» cultures. To achieve this, the English course must incorporate certain techniques to build up «lacuna awareness» which will guide cadets through the course and help to communicate in multicultural environment. In the article there are some example activities showing how cadets can acquire familiarity with lacunae. Also, the results that we got can be used in teaching Translation theory and practice and the Russian and English languages either as first languages or second.

Keywords: Russian-English verbal lacunae, Russian-English substantive lacunae, intercultural communication, non-equivalent words, national specificity, techniques.

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ИСПОЛЬЗОВАНИЕ РЕЗУЛЬТАТОВ ЛИНГВИСТИЧЕСКИХ ИССЛЕДОВАНИЙ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация: Данная статья посвящена исследованию русско-английских глагольных и субстантивных лакун в рамках работы военно-научного общества. В статье приводится номинативная непредставленность русско-английских глагольных и субстантивных лакун, относящихся к военной сфере, а также даётся краткая характеристика групп. При исследовании данных групп лакун использовались такие методы как метод сплошной выборки языкового материала из указанных лексикографических источников, методы количественного и метод сопоставительного анализа. Статья показывает, что изучение лакун актуально на сегодняшний день, поскольку общение представителей разных культур становится всё более интенсивным. Отмечено, что исследование русско-английских глагольных и субстантивных лакун важно и для лингвистики, и для межкультурной коммуникации. Для того чтобы обучающиеся научились понимать «чужую» культуру, в курсе изучения иностранного языка (английского) должны быть специальные задания, знакомящие курсантов с явлением лакунарности. Использование заданий такого рода позволит не только правильно использовать слова изучаемого языка, но и посмотреть на мир по-другому. Также результаты исследования могут быть использованы в преподавании теории и практики перевода и русского и английского языков как родных и иностранных.

Ключевые слова: русско-английские глагольные лакуны, русско-английские субстантивные лакуны, межкультурная коммуникация, безэквивалентная лексика, национальная специфика, культурно-ориентированные задания.

In the past few decades the Russian educational system has undergone significant transformation: we have witnessed changes in the content of Russian education and introduction of competency-based approach; a new educational dominant idea has been defined. According to it, there is a shift away from getting vocational qualification towards developing a student's personality. Now the emphasis is not on learning but on life-long self-studying.

The Russian federal educational standards stipulate that one of the end results of language education is cultural awareness: preparedness for oral and written professional communication goes alongside the ability to interact in multicultural as well as multiconfessional environments.

Learners must handle cultural and historical inheritance with respect. In reference to military higher education in Russia, in particular an English language course, meeting these requirements means blending professional and culture-oriented aspects.

Non-equivalent lexis and lacunae are seen as very important for intercultural communication. This phenomenon is part of a language and reveals specific character of cultures.

Doing a research project attached to the military research group, we have analyzed two groups of Russian-English lacunae: Russian-English verbal lacunae and Russian-English substantive lacunae relating to the military sphere. The study is based on dictionaries compiled by the theoretical-linguistic school of Voronezh State University:

- Makhonina A.A., Sternina M.A. English-Russian dictionary of non-equivalent lexis. Noun. – Voronezh: Istoky, 2006. – 305 p.
- Sukhanova O.V., Sternina M.A. English-Russian dictionary of non-equivalent lexis. Verb. – Voronezh: Istoky, 2012. – 296 p.

The continuous sampling method from these lexicographical sources, comparative analysis and the quantitative analysis method were used in the course of the research.

A lexical lacuna is traditionally understood as absence of a word in one language and its availability in the other one. On the contrary, a non-equivalent word is a word that exists in one language and is absent in the other. It is worth reminding that non-equivalent words and lacunae are found in pairs – if there is a lacuna in one language, the language which is being compared has a non-equivalent word and vice versa.

Our research revealed that Russian-English verbal lacunae relating to military sphere constitute a group of lexis consisting of 234 lacunae. The group «Verbs denoting activities in the military sphere» is heterogeneous.

It can be further divided into 15 subgroups. For instance, the largest subgroup «Verbs denoting professional activities in the military sphere» has 47 lacunae: *общаться с населением оккупированной страны или страны размещения войск – ср. fraternize.*

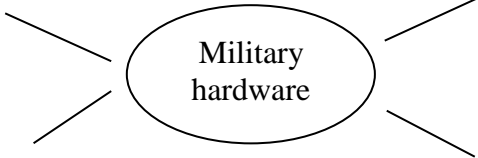
The group of Russian-English substantive lacunae «Military sphere» is not as large as the above described one and is made up of 80 lacunae. It can also be broken up into 11 smaller subgroups. To put this in perspective, the largest subgroup «The military» is composed of 16 lacunae: *лётчик, выполняющий фигуры высшего пилотажа – ср. stuntman.*

Lacunae display the uttermost degree of national specificity. It is necessary to make cultural aspects obvious at the language level (word, text) and in professional communication (writing reports and statements, participating in meetings, making presentations, using the telephone, etc.). We used the results of our research to develop techniques for multicultural training.

One of them is the word bank technique which is an opportunity for cadets to build up their professional thesaurus and raise cultural awareness at the same time. This activity can be part of a practical lesson and translation course.

Example 1 – Lacuna word bank

<u>Level</u>	First year and upwards
<u>Time</u>	5 – 7 minutes in class, self-study hours
<u>Aim</u>	Augmenting specific vocabulary and building knowledge about lacunae and non-equivalent lexis
<u>Organisation</u>	Small groups, pairs
<u>Materials</u>	Dictionaries of non-equivalent lexis
<u>Procedure</u>	<p>Step 1. Present the notion of <i>lacuna</i> and <i>non-equivalent lexis</i>. Also, provide information about different types of dictionaries.</p> <p>Step 2. Elucidate the term «lacuna» and non-equivalent lexis. Give examples from the cadets' subject area. For instance: <i>настоящая война (в противоположность «холодной войне») – ср. shooting war.</i></p> <p>Step 3. Explain to cadets that they will add to the lacuna word bank list all the lacunae they will come across in their lessons to create a lacuna word bank. The bank can be used as a resource in the classroom or for preparing homework.</p> <p>Step 4. In the first lesson learners choose 3-5 examples of lacunae from the dictionaries of non-equivalent lexis and make flashcards for each lacuna. The flashcards should contain a</p>

lacuna, a non-equivalent lexeme and a picture (if possible).	
<u>Side 1</u>	<u>Side 2</u>
Picture (drawn by the cadet or downloaded from the Internet)	<i>пробить снарядом корпус корабля – ср. hull</i>
<p>Step 5. In one of the lessons cadets work out word-webs using lacunae from the lacuna word bank. For instance:</p> <p><i>двигаться медленно с трудом (о подбитом самолёте) – ср. limp</i></p> <div style="text-align: center;">  </div>	
Figure 1 – Military hardware word-web	

Example 2: Read the sentence and study the entries from the dictionaries for *dog tag*. Then translate the sentence.

Dog tags are made of metal.	
<p>dog tag – солдатский медальон, небольшая металлическая пластинка, на которой написаны фамилия, группа крови и личный номер военнослужащего, и который носят на шнурке на шее.</p> <p>dog tag – воен. жарг. личный знак.</p> <p>Dog tag – лакуна, т.е. такое слово в языке, которое нельзя перевести на русский язык одним словом.</p>	<ol style="list-style-type: none"> 1. Can you find one-word correspondence for <i>dog tag</i> in Russian? 2. Can you use this word in a formal situation, e.g. talking to a superior? 3. Can you use this word in a casual (informal) situation, e.g. talking to another cadet?

To conclude, the techniques are aimed at not only gathering information and learning the words but comprehending connections between the language and national mentality, discovering the world they have not thought of before.

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