

Известно, что фонетический уровень языка в меньшей степени, чем более высокие уровни языка, подвержен проявлениям вариативности. Новейшие исследования в области варьирования одновременно ориентированы на раскрытие причин и условий наблюдаемых модификаций сегментных и просодических единиц звучащей речи и на выявление тех константных признаков в реализации фонетических единиц, которые обеспечивают идентификацию их как фонологических сущностей. Сам поиск причин или, как их называют, факторов, вызывающих вариативность, означает изучение ее как процесса регламентируемого, а не хаотичного и непредсказуемого. Факторы, обуславливающие модификации сегментных и просодических единиц звучащей речи, подразделяются на две основные группы: факторы внутрilingвистические и экстралингвистические. Соответственно, различают внутрilingвистическое и экстралингвистическое варьирование.

Внутрilingвистическое варьирование охватывает весь диапазон модификаций, вызываемых взаимодействием языковых единиц в процессе их функционирования.

Особый интерес для современных лингвистов представляет варьирование фонетических средств, обусловленное внешними по отношению к языковой системе факторами. Это прежде всего факторы социального характера. Сама субстанция языка социальна, и языковая вариативность оказывается социально обусловленной. При рассмотрении социальной дифференциации языка выделяются два основных типа вариативности — стратификационная и ситуативная. Они лежат в основе дифференциации стилей речи и стилей произношения, и их знание позволяет решить две задачи: коммуникативную и стилистическую. Именно эти два типа фонетической вариативности не только бесконечно разнообразят выразительные средства языка в целом, но и позволяют четко и ясно определить замысел коммуникантов.

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USING ADS IN ELT: LINGUOCULTURAL ASPECTS

In view of the Hallidayan conception of language as a social semiotic system and the belief that the understanding of any text is conditioned by readers' expectations brought from the situational and cultural contexts, ELT now actively and extensively exploits culture as one of major components of language acquisition, perception and practice. Among modern scholars advocating for raising language awareness through highlighting the cultural content of language teaching process are R. Carter and C. Kramsch. They suggest a wide use for teaching purposes of «non-literary discourse» (G. Cook) or «literature with a small 'l'» (R. Carter), such as newspaper advertisements and TV commercials. Not



only are they useful in cultural studies, but they are also considered by scholars to be most relevant and important sources of new, rapidly developing tendencies in language functioning. J.P. Picken claims that ads as teaching materials may help learners, on the one hand, to get acquainted with major transactional, utilitarian, and yet creative uses of language in the sphere of media communication, and on the other hand, to recognize and discuss possible differences in the ways an advertisement may work in various cultures. He adds that though advertising is often «a distorted mirror of society», adverts, as a rule, manipulate cultural values, traditions and stereotypes. Hence, a great number of activities that aim at studying various aspects of advertisements can form a basis for effective communicative class work with a strong culture-oriented bias.

Among the exercises that can be offered for teachers are those dealing with the analysis of specific combinations of images and slogans used in commercials as means of persuading potential consumers to buy products/services. Various techniques employed in ads can be roughly divided — for the sake of analysis — into non-verbal and verbal. To the former we can refer (1) psychological urges/incentives/stimuli, which might be illustrated by the following series — «bandwagon», «testimonial», «plain folks», «transfer», «fear», «sex appeal»; (2) visual presentation (e.g. dominating images, colours, camera angles, gender representation, etc.); and (3) sounding (e.g. a tone of voice, musical background). Verbal peculiarities of ads are specific uses of language (including its typographical presentation) typical of that type of discourse (e.g. rhyme, alliteration, wordplay, allusion, intertextual elements). The activities should involve both oral and written types of work: we can start a class with a discussion of the above-mentioned techniques employed in a collection of ads provided by a teacher (e.g. How do they work? Are they effective? What associations do they call up for the English-speaking audience? Can people belonging to the students' culture react differently to the images, assumptions and implications suggested by some ads, to the message and values exploited? Do the adverts discussed reinforce/perpetuate some stereotypes, such as those dealing with national culture or gender? How do they affect peoples' self-esteem?) Then the teacher may ask the students to compose their own variants of commercials. Here the language aspect of ads comes to the fore (some additional, preparatory exercises may be done during previous classes, e.g. finding and analyzing puns/wordplay used in headlines).

To conclude, the use of adverts in the language classroom proves to be an effective way of developing students' communicative skills. It actually is an important component of the overall formation of learners' «communicative coherence» which is related to a larger (i.e. cultural and situational) background knowledge of future specialists, both linguists and many others who will deal with promoting effective interaction in the spheres of economic, business and cultural relations.