элементы проектной работы. Для этого на первом этапе работы необходимо создать определенный психологический климат, чтобы каждый имел возможность свободно высказывать собственное мнение по отношению к общей задаче, а также имел бы первое представление о предстоящей совместной работе.

Выделяются следующие этапы совместной проектной работы:
- формирование вопросов по заданной теме;
- создание индивидуального продукта как ответов на вопросы, которые станут программой дальнейших действий;
- дальнейшее согласование в малых группах (2–4–8 чел.) по правилам, принятым в самом начале проектной работы;
- презентация коллективного продукта в разнообразных формах;
- анализ проделанной работы, идей и предложения будущей совместной деятельности.

Грамотно организованный процесс анализа позволяет выявить и сформулировать реальные жизненные задачи, помогает понять, чему еще необходимо научиться, чтобы создать ситуацию успеха в практике реальных социальных действий.

Технологии совместной проектной работы - это не самоцель, а только средства, которые помогают и учат взаимодействовать, согласовывать свои мысли, поддерживать друг друга в использовании своих знаний и умений, а также пробуждать интерес к творчеству и приобретать свой личный опыт на собственном пути к самому себе.

Список литературы

BELARUSIAN FACULTY COMPLAINTS IN RUSSIAN:
AN EXAMINATION OF CENTRE
IN THE CULTURAL CONTEXT

Viktor Slepowitch

Abstract

This paper examines 30 complaints written by a faculty member of a university in Belarus, where Russian is an official language of communication. Despite the Russian speakers' being part of the high-
context culture, written complaints are increasingly becoming common due to their being encouraged by the authorities as an instrument of improving many spheres of everyday life. The genre analysis of the complaints in question makes it possible to examine the purpose and audience, as well as their formal structure and typical language and provides a new scholarly look at this emerging genre of professional communication.

**Introduction**

The idea to examine Russian faculty complaints as a genre of writing occurred to me as a result of reading the paper by Betsy Stevens who researched Russian teaching contracts in the context of Russian realities (Stevens 2000) and due to the local realities in the Republic of Belarus, where Russian is an official language. This specific genre has been actively encouraged by the authorities as an instrument of improving all spheres of everyday life. There are people, however, (academics are among them) who practice this “art for art’s sake” and understand the encouragement as the “green light” to complain (according to the law, all the complaints must be responded to in due time).

Over the recent years, there have been published research papers that analyzed the relationships between language and culture, including those covering cross-cultural studies of academic writing in English and other languages (Mauranen 1993, Bloch & Chi 1995, Yakhontova 2002).

This paper pioneers an examination of 30 complaints written by one faculty member (hereinafter referred to by her initials Ms. AA) to a number of superiors over the period of 1.5 years.

Even though Russians were not ranked by Edward Hall (1983), they are generally believed to belong to a high-context culture (to be precise, in this case we are referring to Russian speakers in Belarus being the place of the research).

The structure, purpose and audience of the complaints under investigation, combined with their content, provide a sufficient corpus for analysis and have enough evidence to strongly suggest that despite the adherence of the Russian language culture and context to orality as a characteristic of a high-context culture, there exists a vast area of applying written communication. Numerous legal acts and regulations in Belarus specify the format, style and terms of responses to citizens’ complaints.
Given the complaints under investigation, in line with John Swales’ statement (1990:6), the communication purposes in the discourse community quite clearly define this specific genre. In addition, the genre analysis of complaints makes it possible to examine the context in which they came into existence, as well as the way they were designed and used in a specific environment. Both the form of the complaints, with all the physical characteristics and components in place, and their substance including the content elements have been important for the genre analysis (Yates & Orlikowski 1991, Berenkotter & Huckin 1995).

**Background**

In the period between March 2006 and November 2007, Ms AA wrote more than 40 letters of complaints to the Department Head, University authorities and different levels of national authorities (from the Union of teachers and scholars to Labor Inspectorate to the Ministry of Education and even the Presidential Administration of the Republic of Belarus), with all kinds of criticisms and accusations of the University divisions and, specifically, the department whose faculty she was part of).

Of the 40 odd complaints, 30 are in my possession not only because I was the most frequent addressee, but also as courtesy from the Human Resources Department that registered them and forwarded the copies to me. The immediate pretext for the numerous complaints by Ms. AA was that due to the University’s internal regulation, the period of the faculty’s sabbaticals (hers appeared to be among them) was reduced from one semester to one month only. This unfortunate circumstance was perceived by Ms. AA as her immediate boss’s maltreatment and even (sic!) persecution for political reasons (“How else could this be accounted for?”). In the end, the sender of complaints decided to resign voluntarily in October 2007, but she kept writing to the higher authorities that her decision was a forced one and insisted on further unbiased inspections of the matter.

**Corpus and Analytical Framework**

The corpus under analysis consists of 30 letters of complaints and memos written in Russian by a faculty member to persons holding superior positions. The length of the letters varies from 250 to 2,500 words, all of them written in a very formal style that could be labeled as officialese. The observations in this paper show some features characteristic of complaints in Russian. The complaints were
analyzed following M. Bakhtin's understanding of genre as a unity in the content, structure and style of the text within a particular sphere of communication. In addition to purpose and audience, the letters were analyzed from the point of view of their formal structure and typical language.

**Purpose and Audience**

The distribution of individuals addressed in the 30 letters of complaint my possession is shown in the table below:

*Table 1*

<table>
<thead>
<tr>
<th>Category number</th>
<th>Addressee's title and position</th>
<th>Breakdown of complaints by addressees (total - 30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Head of the Department</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>Dean of the School</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Chairman of the University faculty and staff Union</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Chairman, Belarus National Union of teachers and scholars</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Deputy Rector in charge of curriculum, Chairman of the University Commission on Labor Disputes</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>First Deputy Rector of the University</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Rector of the University</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Minister of Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Ms. AA's preference of written complaints is an evidence of the heterogeneous nature of communication formats practiced within a high-context Russian culture. For reference, business correspondence within a University department is not stipulated by existing regulations. There are no registration books of incoming and outgoing correspondence at University departments in Belarus. Even so, Ms. AA persistently and on numerous occasions applied in writing to the department head regarding the issues that could have easily been dealt with if addressed in person in a conversation. Complaints whose category numbers in the above table are 2 through 8 were registered as incoming letters.
The purposes of Ms. AA's complaints vary substantially and can be summarized in the following way (with regard to each of the eight addressees):

1. (Head of the Department): to request a written confirmation of all the oral instructions, to have an access to the minutes of the department's meetings and to change their agendas, to demand the extension of her sabbatical, and so on.

2. (Dean of the School): to draw attention to the inefficient organization of research activities at the department;

3. (Chairman of the University Faculty and Staff Union): to take measures to normalize the department's planning of teaching and designing the time-table of classes;

4. (Chairman, Belarus National Union of teachers and scholars): to draw attention to making faculty members work both in the early morning and late afternoon;

5. (Deputy Rector in charge of curriculum, Chairman of the University Commission on Labor Disputes): to complain of the department head's actions which undermined her dignity and of underpayment for teaching extra hours.

6. (First Deputy Rector of the University): to draw attention to the fact of her persecution for political reasons by the department head, wrong planning of sabbaticals, bad system of grading students' papers, etc.

7. (Rector of the University): to complain of maltreatment by the department head, to give her a higher position of assistant professor in accordance with her input, to oblige the department head give her a letter of recommendation, etc.

8. (Minister of Education): to give a legal assessment of the job description at the department she was asked to sign.

**Formal structure**

Taking into account the purpose and audience, Ms. AA, the sender, structured her letters of complaints in a specific way to position herself as a "vigilant" and "loyal" to the regime teacher in a state university. The number of paragraphs in the letters varies from 3 – 4 (on one page) to the Department Head to 15 – 20 (on two to three pages) to higher authorities.

The basic moves of Ms. AA's complaints are as follows:

1. sender's affiliation (department, school, university);
2. addressee's title and position, surname and initials;
3. sender's position and name;
4. date;
5. type of the letter as defined by the sender (in most cases, an application or a memo, but given the content it is obviously a complaint);
6. salutation (no subject following);
7. beginning statement identifying the main problem that caused the sender to write a letter of complaint;
8. body of the letter with all the items that need to be addressed in the opinion of the sender;
9. measures to be taken or/and proposals (demands) that need to be accepted (met);
10. implications and repercussions that might follow in case the measures are not taken (demand that a reply should be sent within ... days);
11. close;
12. signature (in some cases followed by enclosures).

Some linguistic features of complaints

The insight into the language of complaints shows the cases of officialese, which, according to the sender, should make an impression on the addressee and cause an immediate repressive reaction. The few quotations from Ms. AA's letters of complaints are organized into four groups:

(1) beginning statements;
(2) language samples of the complaint’s “body”;
(3) connecting phrases that are supposed to sound crescendo and make the “clouds” look “heavier”;
(4) concluding statements of measures to be taken.

(1) Beginning statements of the complaints draw the addressee's attention to what is wrong in a very formal way, with the key expression underlined:

- Certain bewilderment is aroused by your instruction to explain to you why I was not at work on February 7th, 9th and 10th, 2006... [Certain bewilderment is aroused by your instruction to explain to you why I was not at work on February 7th, 9th and 10th, 2006...]

- Обращаюсь к Вам по поводу ненормального положения с организацией научной работы, сложившейся на кафедре...
I'm applying to you concerning the abnormal situation with the organization of the research work that is currently taking place at the department...] (Category number 2)

- Довожу до Вашего сведения, что в связи с отсутствием планирования учебной работы на кафедре (...) и четкого распределения нагрузки между преподавателями сложилась следующая ситуация...

Thereby inform you that due to the lack of planning the curriculum at the department (...) and clear-cut distribution of the teaching load among the faculty, there has currently come to existence the following situation...] (Category number 3)

(2) Language samples of the complaint's "body" substantiate the statements being in the focus of the addresser's attention:

- Достаточно в качестве примера привести тот факт, что только за последние три года ни мне, ни кому-либо из преподавателей заведующим кафедрой не было предложено для исследования ни одной темы из плана научной работы кафедры (если таковой имеется, позволю заметить).

[Suffice it to provide, as an example, the fact that only over the last three years, the department head hasn't offered either me or any of the faculty members a single research theme out of the department's research work plan (if there exists such plan at all, I dare say.) (Category number 2)


[It has become common practice to examine students as late as at 7:30PM – 8:30PM.] (Category number 3)

- Я отдала свой голос ..., наивно полагая, что я могу смело высказать за любого из кандидатов.

[I have given my vote ..., naively assuming that I can freely express my opinion in favor of any candidate.] (Category number 6)

(3) Connecting phrases sound offensive and add to the general message implied by the sender:

- Будет нелишне напомнить...

[It would not be out of place to remind...] (Category number 1)

- Учитывая вышеизказанное ...

[Given all the above said...] (Category number 5)

- Более того, вызывает удивление ...

[Moreover, one cannot but be surprised ...] (Category number 5)
Conclusions

As stated in the Introduction, the genre of complaints in Belarus has been developing quite extensively over the recent years. Despite the generally prevailing oral format of communication in the high-context culture of Belarus, written applications and complaints must be officially registered and responded. Those practicing this genre of communication and way of achieving their goals are aware of the existing regulations and enjoy being in the focus of attention. Ms. AA's complaints, upon a thorough verification on the part of officials at different levels, ended up in informing her about the fabricated nature of those letters. The complaints, however, presented an object of research in the field of applied linguistics, stylistics and genre analysis. With the corpus available, it was possible to identify the audience and purpose of complaints, as well as to reveal some of their structural and linguistic characteristics.

References


ЭФФЕКТ ПРИЧАСТНОСТИ КАК СПОСОБ СНИЯТИЯ АНТИМАНИПУЛЯЦИОННОЙ УСТАНОВКИ

Н. В. Черныш

Последние годы исследователями уделяется значительное внимание дискурсу СМИ, его целям и характеристикам. С одной стороны, это вызвано развитием средств массовой информации, с другой, – ростом их влияния на различные сферы жизни и деятельности человека. При чем тот факт, что представители «четвертой власти» давно вовлечены в глобальные политические и экономические процессы, не для кого не является новостью. Их цели реализуются в процессе массовой коммуникации с учетом специфики реципиента, коим является не конкретный человек, а некий обобщенный образ всей аудитории, включающий такие характеристики, как образование, возраст, национальный состав и т.п. В данном случае немедленная обратная связь невозможна, что заставляет представителей СМИ заранее предопределять реакцию такого обобщенного реципиента с помощью постоянно обновляемой системы манипуляционных технологий.

Основными целями-функциями таких актов массовой коммуникации являются:

• информировать
• воздействовать.