

In the course of the survey in both languages three groups of olfactory adjectives were identified depending on the type of categories of objects which are denoted by them:

1) adjectives denote a category of objects with a non-identical but similar smell (e.g. *citrys*, *ореховый* ‘nut’, *древесный* ‘woody’ etc.);

2) adjectives denote a certain location characterized by a specific mixed odor comprised by different objects located together (e.g. *woody*, *деревенский* ‘village’, *болотный* ‘boggy’ etc.);

3) adjectives denote a category of objects that may form the aggregate and smell a mixed type of smell: (e.g. *floral*, *sandy*, *фруктовый* ‘fruity’, *ягодный* ‘berry’, *лекарственный* ‘medicinal’).

Thus, the examples, that we found and analyzed, allow us to conclude that the identified groups of adjectives are the same in Russian and English, but because these groups are very small in number, it is obvious that the ability of the language to categorize objects based on their smell is quite limited for both languages.

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WHAT DOES DOWNGRADING MEAN? EXAMINING COMMUNICATION AMONG JAPANESE AND NON-JAPANESE

ПОНИЖЕНИЕ СТАТУСА В ОБЩЕНИИ ЯПОНЦЕВ И ИНОСТРАНЦЕВ

In this study I explore the discursive meaning of using downgrading in communication among Japanese and non-Japanese people. I give special attention to the use of downgrading in self-introduction in both written and oral forms.

The data of this research were collected during two international projects that I participated in: the Ito Destination Marketing Project and the Meisei Summer School Project (henceforth MSSP). In Ito Destination Marketing Project, British students and Japanese students were requested to make a promotional video of Ito. At Facebook page for Ito Destination Marketing Project, all the participants posted their self-introduction on the web site. In MSSP, Meisei university students work with international volunteers who come from various countries. They had to introduce themselves to their partners in various forms.

In this research, I focused on how Japanese students say and write their self-introduction to other Japanese students and non-Japanese people. I interviewed people who said and wrote downgrading phrases. As a result of my data analysis, I found out that there were two types of the purpose of saying and writing downgrading phrases. Some people used downgrading phrases for Japanese and other people used downgrading phrases for non-Japanese. The former cared about what Japanese people think. The latter tried to tell their level of English skills to non-Japanese people. I hope this study will help people to understand intercultural communication between Japanese and non-Japanese people.

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BILINGUALISM AS AN INTEGRATING TOOL

БИЛИНГВИЗМ КАК ИНСТРУМЕНТ ИНТЕГРАЦИИ

The interaction of different cultures is becoming increasingly complex and multifaceted and language as a key component of culture plays a vital role in the process. According to the CAL (Center for Applied Linguistics), “There are many more bilingual or multilingual individuals in the world than there are monolingual”. In view of that, the unavoidable question arises about the effect that bilingualism has on societies.

Taking into consideration numerous challenges such as the migrant crisis that currently shakes Europe and secessionist movements around the world, some people raise concern that bilingualism is a danger for a nation's unity. Others claim that it actually consolidates the society. We aim to prove that it is governmental language policy rather than bilingualism itself that either consolidates or breaks the society.

In this paper, we have analyzed to edge examples. One of the recent examples is Catalonia with its secession referendum. The supporters of Catalonia’s secession name the language difference as the 1st evidence of the nation’s independence and authenticity. The next country is Switzerland, that has been boasting social stability for more than a century already, despite four languages officially spoken there.

The common feature of the two countries is four languages with official status. In Catalonia they are: Catalan, Spanish, Aranese, and Catalan Sign Language, while in Switzerland they are: German, French, Italian and Romansh. According to a 2008